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ABSTRACT

The purpose of this study was to contrast and compare television effects across three types of students at a high school in the Canadian Arctic--Euro-Canadian students, Inuit students resident in Frobisher Bay, and Inuit students from isolated settlements. Television had recently been introduced to the area by means of a satellite re-broadcast system with programming similar to that seen in Southern Canada. Variables considered included: (1) television availability and exposure time, (2) program preferences, (3) travel and occupational aspirations, (4) knowledge and sources of information on national and international issues, and (5) leisure time activities. Appended are the questionnaire, the code book, and tables of comparisons. (STS)

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TELEVISION EFFECTS ON CANADIAN ARCTIC HIGH SCHOOL STUDENTS

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FOREWORD

This survey undertaken during the latter part of November, 1974, originally intended as comparative data for on-going television effects studies with head's of households in Frobisher Bay, proved to be uniquely valuable within its own right. Its successful completion is due in no small part to the officials of the regional high school (Gordon Robertson Educational Centre) and their generosity in allowing the freedom and necessary support to pre-test and administer the finalized version of the questionnaire within a time frame of one week. At the time of the year the study was undertaken an appropriate metaphor describing the external conditions might be "the time of the moon" since the moon was up at the time the school opened in the morning and again when it closed in the afternoon. Vivid memories of crunching through the snow in sub-zero temperatures and the freshness and stillness of an Arctic morning will remain with the author for some time - as will the friendliness and hospitality of everyone concerned with the study in Frobisher Bay. In this connection the author would particularly like to acknowledge the cooperation of the high school Principal, Mr. C. Don King, the Vice-principal, Mr. Lynn Nash as well as the teaching staff who were interviewed at great length during free periods. Finally, the participating students deserve generous thanks for dutifully completing what must have been in many cases, difficult and puzzling questions.

The study was supported jointly by the Canadian Radio-Television Commission and the Quebec Department of Education (CASA). The assistance and cooperation of C.R.T.C. officers Mike Helm and Gordon Galbraith are gratefully acknowledged in this regard as is that of Ms. Audrey Williams, Research Officer of Concordia University, Sir George Williams Campus. The views and interpreta-

tions set forth are those of the author and do not necessarily the opinions of the Canadian or Provincial Government supporting agencies.

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SECTION I

PREFACE

The development and application of satellite television transmission systems has provided a unique opportunity within North America to profit from what might be termed a "second chance" to examine the effects of a highly developed medium injected into previously non-accessible areas. The ATS-6 (Application Technology Satellite) deployment for example permitted a variety of American studies to be conducted in the Appalachian region, Rocky Mountain communities and remote Alaskan villages in addition to the major work presently underway in India (Satellite for Instructional Technology Experiment). While a substantial file of television "effects" research has accumulated during the past twenty years, for the most part these studies have been confined to examination of an entrenched medium rather than a more rigorous stance from an established baseline, now made possible through satellite distribution. Notable departures from this mode are found in the Himmelweit (1958) and Schramm (1961) studies, however, the populations sampled here were within well developed communication systems with a variety of media other than television competing for audience exposure. Television thus became a major competitive rather than unique medium in its information and entertainment functions. Even though similar situations may apply to any given region or population, the degree and type of competing media provide the primary background criteria. In the Eastern Arctic region under study here for example, prior to television, radio was the only other medium directly relevant since the majority of natives had little understanding of nor indeed access to the press.[1] Within these circumstances, the

[1] "Inukshuk", a weekly bi-lingual newspaper (English and Eskimo) was inaugerated at the same time as the introduction of full service television in Frobisher Bay.

immediacy effects of satellite transmitted television suggest a formidable break between comparative isolation and simultaneous participation in southern entertainment and information programming.

The satellite re-broadcast system in the Canadian Arctic may be contrasted with the American and Indian experiments in two primary ways. 1) The television programming is "full service", that is to say, similar C.B.C. service provided to southern Canada (approximately 16 hours per day) is beamed directly to northern re-broadcast centres[2] and 2) the service is permanent. When the present satellite (Anik I) life is terminated, a new satellite will be re-instated. Thus while the American and Indian studies are confined to short term impact, the developmental effects of television are ascertainable in the Canadian situation. Equally important, comparisons may be made between Arctic community and southern Canadian samples since the same programming is potentially available to both populations.

STUDY SETTING AND PURPOSE

The study was conducted in Frobisher Bay, a community of some 2500 permanent residents situated on the south-east portion of Baffin Island. The racial composition of the community is approximately 40% Euro-Canadian and 60% Eskimo (Inuit). The primary importance of the setting for this study is that Frobisher Bay has a regional high school servicing the Eastern Arctic and is the only community in this region to have access to satellite television. Television service was originally introduced through the C.B.C. Frontier Coverage Package, a four hour, 7.00 to 11.00 p.m., two week delay videotape service rebroadcast through a transmitter linked to a video playback machine. The Frontier Package,

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[2]The only exception is an Eskimo information program entitled, "Tarqravut" or "Our North" of fifteen minutes duration, sandwiched between the Saturday National News and the late movie.

inaugerated during the winter of 1972, was subsequently replaced by the full service Anik I satellite broadcasts in March, 1973. At the time this study was undertaken (November, 1974), the full service had been in operation for 1 1/2 years in addition to the one year run of the Frontier Package. The data gathered here are part of a fuller project analyzing the impact of the Frontier Package on head's of households (Coldevin, 1974a) and the developmental effects of full service television presently in progress.

The purpose of the study was to contrast and compare television effects across three distinct types of student groupings serviced by the high school, namely, Euro-Canadian (referred to as "white" in the community), Inuit students resident in Frobisher Bay and Inuit students from various isolated settlements in the Eastern Arctic. The data are compared on the two primary levels of cultural/racial origin (Euro-Canadian vs. Inuit) and media background (Frobisher Bay vs. Settlements). Specifically, the following dependent variables are assessed:

1. TELEVISION INDICES;
   a. Availability
   b. Exposure Levels and Timings
   c. Most and Least Preferred Programs
   d. Perceived Primary Language for Northern Broadcasting
   e. Projected Situational Utility Role in Terms of Information/Education and Community Programming
2. SOCIAL/PSYCHOLOGICAL INDICES;
   a. Travel Aspirations
   b. Occupational Aspirations
   c. Preferred Employment Locations
   d. Rating of Inuit vs. Southern Life Style
3. NATIONAL UNIT INFORMATION LEVELS;
4. INTERNATIONAL ISSUE IDENTIFICATION AND DOMINANT SOURCES;

5. NATIONAL ISSUE IDENTIFICATION AND DOMINANT SOURCES;

6. PREDOMINANT LEISURE TIME ACTIVITIES.

PROCEDURES

Questionnaire Development

The final questionnaire assessing postures toward dependent variables was essentially composed of open-ended questions to allow maximum latitude for responses (Appendix A). When decision questions were elicited, the attributes for the orientation selected were also probed.

Within the television indices section, exposure levels and timings were extracted through the "general estimate" method (Schramm, 1961) separately for both weekdays and weekends. For program preferences, respondents were asked to name and provide a rationale for the selection of their three most and least favourite programs. The perceived primary language of broadcasting question was intended mainly to assess differential native language attachments among Inuit groupings. A projected situational utility role for television was also probed through questions eliciting types of information/education programs useful for personal and peer group viewing and relevant content for community information requirements.

Social/Psychological indices included travel aspiration locations, projections of preferred employment roles and concomitant preferred working locations (north vs, south). A measure of "cognitive dissonance" as a bi-product of television exposure was probed through the rating of the Inuit vs. the southern Canadian life style. National unit information levels were established through a series of eight questions concentrating on Canadian geography and political structures. International and national issue identification questions focussed on major international and national problem areas. The perception of

the most important international and national individual was also examined in these sections. In assessing dominant sources separately for both international and national cognitions, two types of measures were employed. In the first, respondents were asked to rate available community and school sources on a four point Likert type scale (No Useful Information - Much Useful Information) as to utility in answering the various questions. Secondly, the one most and least important source was elicited following the scale rating tasks. Finally, subjects were asked to indicate pursuits most engaged in when not working or studying as a measure of leisure time activities.

The original questionnaire was analysed by a panel of teachers in the participating high school and then pre-tested with an average class of grade seven students to ascertain if the questions provided for relatively unambiguous frames of reference across both cultural groupings. Two questions found weak in this regard were appropriately revised.

The High School and Samples

The high school in Frobisher Bay is a highly diversified complex, constructed at great expense and in general may be characterized as ranking with or superior to many of its counterparts in southern Canada. Among its facilities are a well equipped media centre (with film processing dark room), home economics, carpentry and motor mechanics laboratories, a large gymnasium, well stocked library and cafeteria serving noon lunches. The atmosphere generated is that of modernity and one which epitomizes the southern presence in the Arctic.

The sample consisted of 190 students, representing approximately 90% of the total enrollment. Cultural groupings were split as follows:Euro-Canadian, 70; Inuit-Frobisher Bay, 70; Inuit-Settlements, 50. While the sampling ranged across all grade levels (7 through 12), the majority of subjects were clustered in the lower grades (See Appendix C). Fifty-seven percent of Euro-Canadians

were in the grade 7 through 9 category, 95% of Inuit-Frobisher Bay and 62% of Inuit-Settlements. Ages ranged from 12 to 19 for both Frobisher Bay samples and 12 to 22 for students from settlements. Generally, the age/grade ratios were higher for both Inuit samples when compared with Euro-Canadians, particularly for Inuit-Settlements who were at least one year older per grade level than their Frobisher Bay native counterparts (Appendix C, Table I). Sex distribution was skewed toward males for both Frobisher Bay samples (averaging 60%) with approximate male/female equivalence for settlement students. While all Euro-Canadians had travelled to the south of Canada (and 43% to other countries) the figures were higher for Frobisher Bay natives as compared to those from settlements (61% and 48% respectively).

All Inuit students recorded speaking and understanding both English and Inutitut (Eskimo), however, the proportion of those reading Inutitut (Eskimo syllabary) was significantly higher ($p < .05$) for settlement natives (88% as opposed to 69% for Frobisher Bay natives). Reading levels also produced significant differences between Euro-Canadian and native samplings (Appendix C, Table III). For Euro-Canadians, the vast majority of reading levels were synonomous with grade levels while in the Inuit groupings levels were established primarily in the 3 to 6 year categories (76% for Frobisher Bay and 70% for settlements).[3] The relatively poor English reading levels among Inuit students has been attributed to a cultural evaluation of the utility of this skill within the immediate environment, an orientation in turn which is reflected in generally low motivation levels toward basic subject materials. It is anticipated that television, in its present format, will maintain or erode these levels

[3]Reading levels were established by mean averages accrued through a battery of standardized tests including the North Carolina Reading Test, the Stanford Reading Test and the Science Research Associates (SRA) Reading Test.

further.

Questionnaire Administration & Content Analysis

The questionnaire was administered during normal classes by the principal investigator, with assistance in each case being provided by the classroom teacher. Three days were required to complete the sampling.

In developing the code book for computer analysis, 25% of responses from each sample were categorized and combined for the final protocol listing. With the exception of one question (identification of most important Canadian), mutual categories were produced to incorporate total sample responses.

Two assistants participated in the coding of raw data. In cases where contradictions were encountered, the author assisted in arriving at a mutually agreed upon sub-category.

Statistical Analyses

Television indices are presented through descriptive statistics with two tailed t tests employed for national unit information level comparisons. Chi-square contingency tables and Fisher Exact tests where appropriate are generated for social/psychological variables and international and national issue identification comparisons. In all analyses significant differences are tested at the .05 level of confidence.

SECTION II

RESULTS

TELEVISION INDICES

Availability

The near saturation of television in the community was revealed in 100% set availability in Euro-Canadian homes, 97% in Frobisher Bay native homes and 98% in hostels and accomodations provided for settlement students. Interestingly, the proportion of colour sets is notably higher for Euro-Canadian homes with 69% availability as opposed to 39% for native domociles. Colour television was also provided to 70% of the Inuit-Settlement students.

Exposure Levels and Timings

Relatively high exposure levels were recorded for both weekday and weekend viewing. For Euro-Canadians, weekday averages were registered at 4.6 hours and 5.2 hours per day on weekends, for Inuit-Frobisher Bay, 4.3 and 5.6 and for Inuit-Settlements, 3.7 and 4.6 hours respectively. The lower viewing patterns among settlement students are assumed to stem from a more serious approach to scholastic activities coupled with the adjustment to a modern school system.

Afternoon and evening viewing accounted for the majority of weekend exposure timings, although 20% of respondents in both Frobisher Bay samples reported "all day" viewing. Only 4% of settlement students reported all day exposure on weekends.

Most & Least Preferred Programs

Table I presents the combined response frequencies of most preferred program categories. "Dramatic series" is uniformly rated as the most preferred category, followed by "situation comedy" for Euro-Canadians and "sports" for both Inuit samples. In all three groupings, the foremost individually mentioned program was "Police Story". This was followed by "Happy Days" for Euro-Canadians

and "Hockey Night in Canada" for both native samples. The primary reason given for favourite program choices was one of an "action base" which explains the pre-occupation with the dramatic series category.

Table I

Most Preferred Television Programs

	Sample		
Category	EC %	IF %	IS %
Dramatic Series	61	63	53
Situation Comedy	24	12	9
Variety & Musical Shows	5	1	12
Movies	4	4	5
Public Affairs	1	2	1
Documentary Films	1	1	1
Sports	4	16	18
Cartoons	0	1	1

NOTE: In this table and those which follow, EC refers to Euro-Canadian, IF to Inuit-Frobisher Bay and IS to Inuit-Settlements.

The predominant choice for least favourite program category was "public affairs and talk shows" for subjects from all samples, followed in order by "soap opera" for Euro-Canadians and "French language programs" for Inuit-Frobisher Bay (Table II). Aside from the first choice, no clear pattern emerged for settlement students. A Toronto based talk show,"Juliette and Friends", accounted for the vast majority of individual program responses. During the time the survey was undertaken this show was run twice daily much to the chagrin of not only the students but the community as a whole. Appropriately, the primary reason submitted for choice of least favourite programs was one of

"slow pacing and preponderance of talking".

Table II

Least Preferred Television Programs

Category	Sample EC %	IF %	IS %
Quiz	2	6	7
Dramatic Series	3	2	1
Situation Comedy	1	1	1
Variety & Musical Shows	11	1	6
Movies	6	2	2
Public Affairs	53	59	60
Documentary Films	1	4	3
Sports	3	3	3
Education	3	4	7
Commercials	0	1	1
French Language	2	14	5
Soap Opera	15	3	4

Primary Language for Northern Broadcasting

Perceptions of the primary language(s) for northern broadcasting produced significant differences between inter-sample response patterns. As might be expected Euro-Canadians mainly suggested English only (92%) with 8% opting for a mix of English and Eskimo. Surprisingly, however, the majority of Frobisher Bay native students also settled for an English only format (63%) as opposed to 46% of settlement respondents - 37% and 54% respectively suggested that more Eskimo programming should be included in the present scheduling. Given the traditional importance of the native language in home environments, the differences in broadcast language preferences suggest formative acculturation contrasts be-

tween the two Inuit samples. Media background may be a primary determinant for the differing perceptions.

Projected Situational Utility Roles

Information/Education Programming

When respondents were asked to suggest relevant information/education topics for individual and peer group viewing, divergent cultural patterns were revealed. For Euro-Canadians, responses were primarily centered on "supplements to school classes" (42%) followed by "international/national news events" (25%) and "documentary films of different cultures" (25%). For Inuit-Frobisher Bay, 65% of responses were given over to facets of the northern environment and 12% to school class supplements. Similarly, Inuit-Settlement orientations were primarily toward northern environment topics (56%), however, school class supplements garnered 30% of response frequencies and provided further evidence of the importance settlements students attach to scholastic activties. The potential role of television as an educational resource appears high across all cultural groupings.

Community Programming

Relevant community programming also produced differing cultural perceptions. Television in this context was primarily perceived as an entertainment medium by Euro-Canadians with 54% of responses centered on dramatic series or situation comedies. Only 37% suggested specific information topics such as identification of and solutions to major community problems. For the Inuit samples on the other hand, relevant community information themes made up for 89% of Frobisher Bay native responses and 96% of those from settlement students. Specific message design directed toward the greater community would appear to be high on the list of television information priorities for the Inuit students sampled here.

SOCIAL/PSYCHOLOGICAL INDICES

Travel Aspirations

One of the major effects of television it is assumed stems from its "window on the world" function and expansion, if only vicariously, of viewer's preferred travel destinations. The data are relatively convincing in this regard (Table III). The major differences occur in the international destinations for Euro-Canadians and the tendency for settlement students to opt for more localized Arctic travel. If it is kept in mind that virtually all Euro-Canadians are from southern Canada, an extra-Canadian destination in their case may be equated with an extra-Arctic destination for native students. From this perspective, the influence of television on all samples and particularly the Frobisher Bay residents is considerable.

Table III

Travel Aspiration Locations

	Sample		
Location	EC %	IF %	IS %
Localized Arctic	2	10	22
Southern Canada	19	72	62
Outside Canada (USA-Central America)	13	7	6
Outside North America	66	11	10

$X^2 = 76.94$ df = 6 $p < .001$

Occupational Aspirations

Occupational aspirations also produced significant inter-sample differences (Table IV). Euro-Canadians were primarily oriented toward professional roles

and native students toward blue collar occupations. When these categories are further delineated, semi-professional roles (Pineo and Porter, 1967) occupy the majority of "professional" responses with semi-skilled trades taking up the majority of blue collar designations (Table V).

Table IV

Occupational Aspirations

Occupational Category	Sample EC %	IF %	IS %
Blue Collar	13	43	44
White Collar	17	24	26
Professional	70	33	30

$X^2 = 28.32$ df = 6 $p < .001$

Table V

Occupational Aspirations

Occupational Category	Sample EC %	IF %	IS %
Professional	26	3	10
Semi-Professional	44	25	18
Proprietary & Managerial	0	4	2
Clerical & Sales	17	25	26
Skilled Trades	5	14	6
Semi-Skilled Trades	8	29	36
Unskilled (General Labour)	0	0	2

The foremost specific occupation for Euro-Canadian males emerged as airline pilot and for females, airline stewardess. Motor mechanic was the most frequently mentioned occupation for males from both Inuit samples with Frobisher Bay female natives oriented toward airline stewardess roles and settlement females toward clerical positions. These results confirm the commonly held expectation that native males are particularly adept at and highly interested in mechanics. The more interesting anomaly here occurs in the Frobisher Bay native female ranking of air line stewardess, an occupational stance which equates with dominant Euro-Canadian female aspirations but one which is particularly novel to the female segment of the native work force. The clerical positions mentioned by settlement females on the other hand are very much in keeping with traditional expectations.

Preferred Employment Locations

A further commonly held belief is that native people would prefer to work in their own regional centres or settlements than move to the urban areas of southern Canada. In this case the data are somewhat more responsive (Table VI) but also bring into relief significant differences among native samples ($p < .05$). The greater attachment to northern locations by settlement students suggests that television may be gradually facilitating an up-rooting of tradition bound employment locations similar to that expressed in the migration to urban centres experienced in many developing countries.

Table VI
Preferred Working Locations

Location	Sample EC %	IF %	IS %
Northern Settlement	1	53	74
Southern Canada	99	47	26

$X^2 = 72.60$ df = 2 $p < .001$

Rating of Inuit vs. Southern Way of Life

A further indication of the differing cultural perceptions of the northern vs. southern Canadian life style is found in Table VII. In this case the significant differences stem from the Euro-Canadian rating of the Inuit way of life to be inferior to that of the south and the frequencies accrued to the "no difference" category among both Inuit samples. Thus while the majority of Euro-Canadians perceive the native life style as reflected in poor housing, an essential welfare economy and prevalence of alcoholism to be inferior, the Inuit students for the most part as a result of exposure to many of the amenities of the south (including television) view both life styles as similar. It appears therefore that television has not fostered a dissonant attitude among the majority of the native population, at least on the one direct measure included here.

Table VII

Rating of Inuit vs. Southern Life Style

	Sample		
Rating	EC %	IF %	IS %
Better	14	17	26
Worse	53	19	6
No Different	33	64	68

$X^2 = 37.71$ df = 4 $p < .001$

NATIONAL UNIT INFORMATION LEVELS

The means and standard deviations of accrued national unit information levels (out of a maximum total of eight) are presented in Table VIII. When the inter-sample comparisons were subjected to t tests, the Euro-Canadian levels were found to be significantly greater than either native grouping with no

significant differences between the means accrued to Inuit samples (Table IX). In terms of facilitating cognitive acquisition of Canadian geographic units and political structures, the impact of television on both Inuit samples and Frobisher Bay natives in particular appears marginal.

Table VIII

National Unit Acquisition

Sample	Mean	S.D.
Euro-Canadian	6.10	0.98
Inuit-Frobisher Bay	4.33	1.51
Inuit-Settlements	3.96	1.95

Table IX

National Unit Acquisition Comparisons

Sample Comparisons	t
Euro-Canadian (6.10) vs. Inuit-Frobisher Bay (4.33)	7.91[a]
Euro-Canadian (6.10) vs. Inuit-Settlements (3.96)	8.23[b]
Inuit-Frobisher Bay (4.33) vs. Inuit-Settlements (3.96)	1.17[c]

[a] $df = 138$; $p < .001$

[b] $df = 118$; $p < .001$

[c] $df = 118$; N.S.D.

INTERNATIONAL ISSUES

Identification

Salient international problem identification produced significant differences among all inter-sample comparisons (Table X). Euro-Canadians were able

to significantly identify more genuine international problems than either Inuit sample as well as enumerate more war/conflict regions (Table XI). Within these comparisons, Inuit-Frobisher Bay international problem identification was also significantly greater than that put forward by their settlement counterparts. The primary international problem suggested by all samples was poverty/starvation followed closely by inflation (see Appendix B, p. 59).

Table X

Identification of Primary Contemporary International Problems

	Sample		
Category of Problems Enumerated	EC %	IF %	IS %
Don't Know/Local in Nature	0	13	28
International	100	87	72

Table XI

Identification of Contemporary War/Conflict Regions

	Sample		
Number of Regions Identified	EC %	IF %	IS %
No Response/Don't Know	1	34	36
One Region	36	47	46
Two Regions	43	11	6
Three or More Regions	20	8	12

$X^2 = 51.43$ df = 6 $p < .001$

Euro-Canadians were also in a position to significantly identify more international leaders than either native sample (Table XII). Interestingly, Henry Kissenger emerged as the most frequently mentioned international person for Euro-Canadians with the bulk of suitable Inuit responses given over to Queen Elizabeth.

Table XII

Identification of Most Important International Person

Location of Individuals Identified	Sample EC %	IF %	IS %
No Response/Local/National	3	20	20
Outside Canada	97	80	80

$X^2 = 11.00$ df = 2 $p < .01$

Information sources

Scale Ratings - Most and Least Important Sources

The scale rating comparisons (Table XIII) graphically illustrate the perceived importance of the electronic media in general and television in particular as primary sources for international cognitions and attitude formation across all samples. The rating of the family, especially for both Inuit samples, is ranked very highin comparison with similar surveys carried out with American and southern Canadian high school students (Coldevin, 1974b),while the importance given to the church by Inuit-Frobisher Bay correlates closely with parental ratings in the community (Coldevin, 1974a). This latter finding suggests that the church is a well established institution in the community as opposed to the sporadic service available in the settlements. Its influence on Euro-

Canadians, however, is tertiary. Finally, the low rating of the cinema is due to the closing of the movie theatre shortly after the introduction of full service television.[4] The cinema at present consists of irregular showings (for the most part documentaries) at a cooperative hall.

Table XIII

Scale Rating Rank Order Comparison of International Source Means

	Sample					
	EC		IF		IS	
Source	Mean	Rank Order	Mean	Rank Order	Mean	Rank Order
Television	3.93	1	3.70	1	3.74	1
Newspapers:Magazines	3.27	2	2.57	7	2.90	5
Radio	3.23	3	3.30	2	3.26	2
Family	3.17	4	3.20	3	3.16	3
Teacher(s)	2.69	5	2.59	6	2.80	6
Textbooks	2.64	6	2.39	9	2.59	8
Films in School	2.63	7	2.43	8	2.58	9
Friends	2.53	8	3.00	5	2.98	4
Books-Novels	2.51	9	2.16	10	2.18	10
Cinema	2.00	10	1.86	11	1.78	11
Church	1.60	11	3.14	4	2.74	7

Television repeated its ascendency in the one most important source category being mentioned by 84% of Euro-Canadians and averaging 55% of Inuit responses. Radio and the family took up the majority of additional responses for the

[4] In private conversations with the former cinema director, the impact of television as an overwhelming competitor for the once popular movie theatre was dramatically revealed. While attendance had been affected somewhat during the Frontier Package operation, the cinema continued to function normally (offerings changed twice per week). When full service television was inaugerated, an appreciable drop in attendance was noted immediately. Even though feature film changes were stepped up to four times per week, the theatre was forced to close during May, 1974, some two months after the inception of satellite re-broadcasting.

native samples. The foremost least important source emerged as the church for Euro-Canadians and the cinema for both Inuit samples.

NATIONAL ISSUES

Identification

Following the pattern established for international issues, Euro-Canadian identification of valid national issues was significantly greater than that put forward by either Inuit sample (Table XIV) as was their tendency to enumerate national leaders as the most important Canadian individuals (Table XV). Inuit-Settlement responses in this regard also tended to be more locally oriented than those forwarded by Frobisher Bay natives. For all groupings, inflation was mentioned as the primary national problem with Prime Minister Trudeau most frequently named, particular among Frobisher Bay samples, as the most important Canadian individual (see Appendix B, p. 62). Native students and notably those from the settlements were inclined to submit family members as the second most frequently mentioned category.

Table XIV

Identification of Primary Contemporary Canadian Problems

Category of Problems Enumerated	Sample EC %	IF %	IS %
Don't Know/Local in Nature	0	16	28
National	100	84	72

Table XV

Identification of Most Important Canadian

Location of Individuals Identified	Sample EC %	IF %	IS %
Local or Regional	9	20	30
Southern	91	80	70

$X^2 = 9.10$ df = 2 $p < .05$

Information Sources

Scale Ratings - Most and Least Important Sources

Generally, the scale rating pattern established for the international section was replicated for national cognitions (Table XVI). Correspondingly, the selection of the one most important source was primarily given over to television in all samples with its dominance being particularly stressed by Euro-Canadians (87% response frequency as opposed to 47% average for native samples). The family and radio again made up the majority of remaining Inuit responses.

Similarly also, in the least important source response patterns, the church received the greater portion of Euro-Canadian attention and the cinema for both native groupings. The extremes noted in the specification of the one most and least important source thus correlate exactly with the rank ordering of scale ratings for both international and national dimensions.

Table XVI

Scale Rating Rank Order Comparisons of National Source Means

	Sample					
	EC		IF		IS	
Source	Mean	Rank Order	Mean	Rank Order	Mean	Rank Order
Television	3.89	1	3.60	1	3.78	1
Radio	3.43	2	3.27	2	3.40	2
Newspapers:Magazines	3.19	3	2.61	6	2.82	6
Family	3.10	4	3.03	4	3.10	3
Teacher(s)	2.66	5	2.60	7	2.90	5
Films in School	2.56	6	2.24	9	2.56	8
Friends	2.43	7	2.96	5	2.98	4
Textbooks	2.40	8	2.29	8	2.44	9
Books-Novels	2.26	9	2.00	10	2.00	10
Cinema	1.79	10	1.73	11	1.72	11
Church	1.49	11	3.04	3	2.78	7

LEISURE TIME ACTIVITIES

Table XVII illustrates dramatically the supremacy of television viewing as the leisure time activity, an observation which has a high association with the perceived utility of television as the primary source for both international and national cognitions. The figures also bear testimony to the near saturation of television in the community, exposure rates and closing of the cinema. The importance of television as a major information competitor with the school also appears to be significant as its its adversary role toward "traditional" leisure activities.

Table XVII

Primary Leisure Time Activity

Activity	Sample EC %	IF %	IS %
Reading Books	5	4	8
Reading Newspapers/Magazines	3	6	2
Radio Listening	0	3	6
Television Viewing	92	86	84
Engaging in Arts/Crafts	0	1	0

EFFECTS OF MODERATOR VARIABLES

The effects of moderator variables such as age, grade, sex and reading levels in relation to international and national cognitions (including national unit information levels) were also examined. These variables were not found to be significant among Euro-Canadian responses. Within the Inuit samples, while the bulk of incorrect or inappropriate responses were detected at the lower age, grade and reading levels, the skewing of these factors within both groups suggested that inter-sample differences were equated. The significant differences uncovered are therefore assumed to be derived primarily from the dual influences of culture and media background.

SECTION III

CONCLUSIONS AND DISCUSSION

Prior to presenting general conclusions, it is useful to bear in mind that the results of the present study, while serving as particularly useful baseline data for time based probes, must be tempered by the relatively short history of television in the community. The immediate impact may only serve as a gross prelude to long term effects, especially when cross cultural comparisons are being made. Finally, the paucity of related research with which to compare results suggests a cautious approach toward wide generalization among both the Euro-Canadian and native populations under study.

With these reservations in mind, the following conclusions are advanced:

1) The near saturation of television in the community was revealed in 100% set availability in Euro-Canadian homes, 97% in Frobisher Bay native homes and 98% in accomodations provided to settlement students. The proportion of colour sets is appreciably higher for Euro-Canadian homes (69%) as compared to native domiciles (39%);

2) Frobisher Bay residents registered higher mean exposure levels per day for both weekdays (between 4 and 5 hours) and weekends (between 5 and 6 hours) than settlement students. The differences are suggested to be in part due to a more serious attitude toward scholastic activities among settlement students. Twenty percent of Frobisher Bay samples reported "all day" viewing on weekends as opposed to 4% of settlement natives.

3) The primary areas of similarity between Euro-Canadian and Inuit samples reside in a.) the uniform rating of "dramatic series" as the most preferred program category and "public affairs and talk shows" as the least favoured category, b.) the dominance of television as the major source for both international and national cognitions, and c.) the primacy of television viewing as

the foremost leisure time activity. The top individually rated program for all groupings was "Police Story" with an "action base" constituting the primary reason for favourite program choice. "Juliette & Friends" was the foremost least favoured program with "slow pacing and preponderance of talking" as the dominant reason for the rating. The supremacy of television as the salient information source for both international and national dimensions was largely taken up at the expense of school sources. Similarly, the importance of television viewing as the leisure activity was reflected in the closing of the cinema (which previously offered new billings four times per week) some two months after the introduction of satellite re-broadcasting.

4) Major differences between cultural groupings occur in information levels of national geographic units and political structures, international and national issue identification, travel aspiration destinations, meaningful employment roles, projected employment locations and rating of the Inuit vs. the southern Canadian life style. Within these measures, Euro-Canadians demonstrated significantly higher scores on all cognitive indices, were more international in desired travel destinations, more oriented toward professional occupational roles, more inclined to opt for southern Canada as a preferred working location and more prone to rate the Inuit way of life to be inferior to that of the south.

5) Differences among Inuit samples are discernable throughout the majority of the variables assessed with a marked tendency of settlement students toward more traditional or localized posturing. Noteworthy examples occur in positions taken toward the inclusion of the Eskimo language within the present television programming schedule, relevant topics for community information programming, preferred travel destinations and the "urban south" as a preferred

working location. Cognitive levels toward both international and national dimensions are also lower among settlement students than their Frobisher Bay colleagues.

It is recognized, however, that both Inuit samples have departed considerably from classic traditional positions and that settlement students may have only a short catch-up period to undergo before matching their television counterparts more closely. Further developmental research is needed to validate this hypothesis.

While the data analysed here suggest several initial implications as a result of the availability of full service television programming in the community, some of the effects not covered by the questionnaire will be briefly mentioned. These were brought out through intensive interviews with the high school staff. In the first instance, the figures elicited for exposure rates appear to be conservative. According to reports, the set remains turned on during most of the day, forming a constant backdrop, similar to the way radio was employed previously (in many cases both media are functioning simultaneously). Given the relative non-importance of time to the Inuit in terms of specific hours (particularly among parents), the set typically remains on until sign-off and children of any age will often watch until that time. School officials report that absenteism is extremely high among the native students during the morning hours and the principal investigator also found this to be true. The bulk of the questionnaire administration took place during the late morning and afternoon classes. Thus even though the data turned up convincingly most and least favourite programs, for the most part the set is watched indiscriminately - simply because it is there and on. The figures put forth by respondents may therefore reflect programs and concomitant timings they remember clearly and not the actual time spent in front of the set.

A second interesting facet of television spin-off was revealed through un-obtrusive observation of Inuit students repeat with appropriate gestures and verbatim dialogue complete commercial messages. Their perceptivity and ability to abstract minutiae which may be glossed over or ignored by Euro-Canadians suggests important potential strategies for educational broadcasting. A fast paced "advertizing" format similar to that employed by "Sesame Street" may be a particularly engaging and compelling instructional methodology.

Some adverse implications of television were further revealed through discussions with the Physical Education instructor. Apparently rough play, tripping and fighting were an immediate effect from watching "Hockey Night in Canada" in the high school hockey sessions. Correspondingly, referees had to endure more arguments and abuse, again a television modelling effect. While similar observations and criticisms have been made by southern teachers and parents, the difference in the Inuit culture is that man has traditionally battled with nature and not with fellow man. The violence of man against man is typically viewed as wasteful and foolish since the battle with nature provides the ultimate challenge. The "segregation from the past" in terms of sports conduct provides additional evidence of the beneficial or negative behaviour modification television may introduce to transitional cultures.

The superiority of the Euro-Canadians on the international and national cognition levels suggests that cultural background may be a critical factor in the televised information retention process. What Schramm (1961) terms the "incidental effects of television", that is to say, when a viewer goes to television for entertainment and stores up certain items of information without seeking them, seems to be subtely weighted within a cultural context. Thus while international and national news events may be relevant to Euro-Canadians, they hold limited importance to native students within the immediate environ-

ment. Conversely, however, the attitudinally changes as reflected in virtually half of the native television sample's desire to move to the urban centres of the south points out the need to 1) prepare natives to realistically cope with the southern environment or 2) re-vitalize the importance of traditional patterns in the northern life style. The existing gap appears to be widening considerably as a consequence of television in the community.

In comparing the results of this study with a somewhat related approach in Formosa, Tsai (1970) found that while television had expanded the interests of Chinese children after two years of television exposure, no changes were detected in fundamental attitudes. In the present study we can conclude that fundamental attitudes have been altered and that the modification is directly proportionate to television exposure. We will futher conclude that the process of change will continue given the present programming format. It would seem therefore that if a familiarity with the traditional Eskimo life style, value structure and language are to be forwarded to future generations, critical changes are requisite in both the television format and formal educational curricula. A quote from John Goodlad (1969) although in a different context capsulizes succinctly the dilema facing the present generation and ultimately the Eskimo culture.

> "On the one hand, a powerful medium (television) has caught the attention - indeed the very lives of our children. But it lacks sufficient substance to nurture a civilization and appears to care not, despite its protestations whether it uplifts or debases. On the other hand, the only institution charged specifically with the performance of educational functions fails to grip a significant portion of its cliental. Unfulfilled educational promise lies between."

A judicious application of "educational" television would seem particularly warranted in the circumstances, one which attempts to bridge the gap between entertainment and purposive message design within the appropriate cultural milieu. Whether this can be successfully accomplished given the "southern entertainment" entrenchment in the community is debatable. The "lessons" to developing countries at similar or projected stages of development appear to be significant.

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APPENDIX A

THE QUESTIONNAIRE

DEAR STUDENT;

WE WOULD LIKE TO ASK YOU SOME QUESTIONS WHICH WE THINK WILL BE INTERESTING FOR YOU TO ANSWER. THERE ARE NO RIGHT OR WRONG ANSWERS TO THE MAJORITY OF THESE QUESTIONS. RATHER, WHAT YOU THINK ARE THE CORRECT ANSWERS IS IMPORTANT.

ON THE FOLLOWING PAGE, PLEASE START BY WRITING YOUR NAME IN THE SPACE PROVIDED ON THE RIGHT HAND SIDE OF THE PAGE. PLEASE TRY TO WORK AS QUICKLY AS YOU CAN.

THANK YOU FOR YOUR COOPERATION.

TURN TO PAGE ONE

NAME _____

PLEASE TRY TO ANSWER EACH OF THE FOLLOWING QUESTIONS AS COMPLETELY AS YOU CAN.

I. 1. What settlement are you from? _____

2. How old are you? _____

3. What grade are you in? _____

4. Are you male? _____ or female? _____

5. Have you ever travelled down south or outside of Canada?

_____Yes _____No

If Yes, Where? _____

When? _____

II. 1. Do you have a television set in your home or where you are living in Frobisher Bay? _____ Yes _____No

If Yes, is it Colour? _____ or Black and White? _____

2. How often do you watch television <u>each</u> <u>day</u> during the week from Monday through Friday?

_____None at All - Don't Watch Television

_____1 to 2 hours

_____2 to 3 hours

_____3 to 4 hours

_____4 to 5 hours

_____5 to 6 hours

_____more than 6 hours

3. How often do you usually watch television <u>each</u> <u>day</u> on Saturday and Sunday?

_____None at All

_____1 to 2 hours

_____2 to 3 hours

_____3 to 4 hours

_____4 to 5 hours

_____5 to 6 hours

_____6 to 7 hours

_____7 to 8 hours

_____more than 8 hours

4. What time of day do you usually watch television on Saturday and Sunday?

____Morning	____Morning and Afternoon
____Afternoon	____Afternoon and Evening
____Evening	____All Day

5. What are your three most favourite television programs?

First _____

Second _____

Third _____

6. Why are these your favourite television programs?

_____

_____

7. What are your three least favourite television programs?

First _____

Second _____

Third _____

8. Why are these your least favourite television programs?

_____

_____

9. If you could choose the kinds of programs to be presented on television in Frobisher Bay, what kinds of programs would you like to see?

_____

_____

10. What do you think should be the main language of television in the North?

_____

11. What kinds of information or educational programs do you think would be useful for you and your friends to see on television?

_____

_____

13. If you were making a television program to be shown in Frobisher Bay, what do you think it should be about?

_____

_____

III. 1. What places would you most like to travel to?

_____

2. What do you think would be the most interesting job for you to have when you are ready to begin working full time?

_____

3. If you had a choice, where would you prefer to work?

_____In a Settlement in the North

_____Somewhere down South

4. How would you rate the Inuit way of life with the life of other people in Canada who live in the South?

_____Better _____Worse _____No Different

5. Please provide some reasons for the way you rated the Inuit way of life with the life of other people in Canada who live in the South?

_____

_____

IV. 1. Do you know the name of the Prime Minister of Canada?

_____

2. How many provinces do you think there are in Canada?

_____

3. How many provinces can you name? (Please write down as many names as you can)

_____

_____

4. What do you think are the names of the four main political parties in Canada?

_____

5. Do you know the name of the main political party in opposition in the Canadian Government?

_____

6. What is the name of the capital city of Canada?

_____

7. What is the name of the capital city of the Northwest Territories?

_____

8. What do you think are the two main languages in Canada?

_____

V. 1. What do you think are the main problems in the world today?

_____

_____

2. Can you name any countries or areas where fighting or wars went on during the past year? _____

_____

3. Who is the most important international (World) person that you can think of?

_____

4. In getting information and news about what is happening in the world, please rate each of the sources listed below as to their importance in answering the questions we have asked you on international issues and people. If a source was very useful in helping you to answer the questions you would place your check as follows:

No Useful Information	Little Useful Information	Some Useful Information	Much Useful Information
:	:	:	: ✓ :

If a source was not useful at all, you would place your check as follows:

: ✓ :	:	:	:

Please be sure to place a check as to its importance in answering the questions for each source listed below.

	No Useful Information	Little Useful Information	Some Useful Information	Much Useful Information
Friends	:	:	:	:
Family	:	:	:	:
Teacher(s).....	:	:	:	:
Textbooks.....	:	:	:	:
Films in School.....	:	:	:	:
Radio	:	:	:	:
Newspapers:Magazines	:	:	:	:
Shows in the Theatre	:	:	:	:
Books:Novels	:	:	:	:
Television	:	:	:	:
Church	:	:	:	:
Other Sources	:	:	:	:

(Please Name What These Are) _____

5. Which of the above sources do you think was most useful in helping you to answer the questions dealing with international issues? (Please name one source only)

_____

6. Which of the above sources do you think was the least useful in helping you to answer the questions? (Please name one source only)

_____

7. What do you think are the main problems in Canada at the present time?

_____

_____

8. Who is the most important Canadian person that you can think of?

_____

9. In getting information and news about what is happening in Canada, please rate each of the sources listed below as to their importance in answering the questions we have asked you about Canadian issues. Please be sure to place a check for each of the sources listed.

	No Useful Information	Little Useful Information	Some Useful Information	Much Useful Information
Friends				
Family				
Teacher(s)				
Textbooks				
Films in School.....				
Radio				
Newspapers:Magazines				
Shows in the Theatre				
Books:Novels				
Television				
Church				
Other Sources				

(Please name what these are) _____

10. Which of the above sources do you think was most useful in helping you to answer the questions dealing with Canadian issues? (Please name <u>one</u> source only)

_____

11. Which of the above sources do you think was the least useful in helping you to answer the questions? (Please name <u>one</u> source only)

_____

VI. 1. When you are not working or studying, which one of the following activities do you do most often for enjoyment?

_____Read Books

_____Read Newspapers or Magazines

_____Go to See a Show in the Theatre

_____Listen to the Radio

_____Watch Television

____ Engage in Arts or Crafts

____ Other (Specify)

2. What languages do you speak?

_____

3. What languages do you understand?

_____

4. What language do you usually speak at home with your parents?

_____

5. What language do you usually speak with your brothers and sisters?

_____

6. What language do you usually speak with your friends?

_____

7. Do you read Inutitut?

_____Yes

_____No

APPENDIX B

THE CODE BOOK

The code book incorporates the three samples with the following marginal notations being applied: EC refers to Euro-Canadian, IF to Inuit-Frobisher Bay and IS to Inuit-Settlements. Marginals appropriate to each sample's responses are given in raw numerals with percentages enclosed in brackets.

HIGH SCHOOL STUDENTS - FROBISHER BAY

CARD NUMBER I	Marginals EC n (%)	IF n (%)	IS n (%)
Cols. 1 - 3 Subject Identification			
Col. 4 Race and Home Location of Student			
1 - White - Frobisher Bay	70(100)		
2 - Inuit - Frobisher Bay		70(100)	
3 - Inuit - Settlements			50(100)
Col. 5 Age			
1 - 12 to 13	22(32)	15(21)	0 (0)
2 - 14 to 15	28(40)	42(60)	10(20)
3 - 16 to 17	19(27)	11(16)	27(54)
4 - 18 to 19	1 (1)	2 (3)	9(18)
5 - 20 and above	0 (0)	0 (0)	4 (8)
Col. 6 Grade			
1 - Seven	14(20)	17(24)	3 (6)
2 - Eight	12(17)	30(43)	9(18)
3 - Nine	14(20)	11(16)	12(24)
4 - Ten	14(20)	3 (4)	14(28)
5 - Eleven	11(16)	1 (1)	4 (8)
6 - Twelve	5 (7)	0 (0)	1 (2)
7 - Life Skills (or Settlement Maintenance)	0 (0)	8(12)	7(14)
Col. 7 Sex			
1 - Male	41(59)	43(61)	28(56)
2 - Female	29(41)	27(39)	22(44)
Col. 8 Have you travelled down south or outside of Canada?			
1 - Yes	70(100)	43(61)	24(48)
2 - No	0 (0)	27(39)	26(52)
Col. 9 If Yes, Where?			
0 - Not Applicable	0 (0)	27(39)	26(52)
1 - Hospital Only	0 (0)	13(19)	6(12)
2 - Other Places	70(100)	30(42)	18(36)
Col. 10 If Other Places, Where?			
0 - Not Applicable	0 (0)	40(57)	32(64)
1 - Western Provinces (Man, Sask, Alta, BC)	4 (6)	5 (7)	5(10)
2 - Central Provinces (Ont, Que)	15(21)	6 (9)	10(20)
3 - Atlantic Provinces (NB, NS, PEI, NFLD)	5 (7)	4 (6)	1 (2)
4 - Across Canada	16(23)	10(14)	2 (4)
5 - Outside of Canada	30(43)	5 (7)	0 (0)
Col. 11 Travel Down South (When?)			
1 - Not Applicable	0 (0)	27(39)	26(52)
2 - Within Last Two Years	65(93)	36(51)	22(44)
3 - Within Last Four Years	4 (6)	3 (4)	1 (2)
4 - Within Last Six Years	0 (0)	2 (3)	1 (2)
5 - Within Last Eight Years	1 (1)	2 (3)	0 (0)
6 - Ten Years or More	0 (0)	0 (0)	0 (0)

	Marginals		
	EC	IF	IS
Col. 12 Languages Spoken			
1 - English	58(83)	-------	-------
2 - Eskimo and English	2 (3)	70(100)	50(100)
3 - English and French	10(14)	-------	-------
Col. 13 Languages Understood			
1 - English	58(83)	-------	-------
2 - Eskimo and English	2 (3)	70(100)	50(100)
3 - English and French	10(14)	-------	-------
Col. 14 Language Usually Spoken at Home with Parents			
1 - English	65(93)	-------	-------
2 - Eskimo	0 (0)	70(100)	50(100)
3 - French	5 (7)	-------	-------
Col. 15 Language Usually Spoken with Brothers and Sisters			
1 - English	67(96)	17(24)	5(10)
2 - Eskimo	0 (0)	20(29)	9(18)
3 - Eskimo and English	0 (0)	33(47)	36(72)
4 - French	3 (4)	------	------
Col. 16 Language Usually Spoken with Friends			
1 - English	68(97)	34(49)	24(48)
2 - Eskimo	0 (0)	7(10)	3 (6)
3 - Eskimo and English	2 (3)	29(41)	23(46)
4 - French	0 (0)	------	------
Col. 17 Do You Read Inutitut?			
1 - Yes	1 (1)	48(69)	44(88)
2 - No	69(99)	21(31)	6(12)
Col. 18 Reading Level (English)			
1 - Three to Four	0 (0)	18(26)	13(26)
2 - Five to Six	0 (0)	35(50)	22(44)
3 - Seven to Eight	26(37)	11(16)	5(10)
4 - Nine to Ten	28(40)	5((7)	5(10)
5 - Eleven to Twelve	16(23)	1 (1)	5(10)
Cols. 19 - 70 TELEVISION INDICES			
Col. 19 Television Set Availability			
0 - No Response	0 (0)	0 (0)	0 (0)
1 - Have TV Set in Home or Where Living	70(100)	68(97)	49(98)
2 - No TV Set in Home or Where Living	0 (0)	2 (3)	1 (2)
Col. 20 Type of TV Set Available			
0 - Not Applicable	0 (0)	3 (3)	1 (2)
1 - Colour Set	44(63)	23(33)	18(36)
2 - Black and White Set	22(31)	43(61)	14(28)
3 - Both Colour and Black and White	4 (6)	2 (3)	17(34)

	Marginals		
	EC	IF	IS
Col. 21 Number of Hours of Viewing Each Day (Mon-Fri)			
0 - Don't Watch Television	0 (0)	0 (0)	0 (0)
1 - Occasionally Only (No Time Specified)	0 (0)	0 (0)	0 (0)
2 - 1 to 2 hours	7(10)	12(17)	14(28)
3 - 2 to 3 hours	13(19)	17(24)	13(26)
4 - 3 to 4 hours	15(21)	15(21)	10(20)
5 - 4 to 5 hours	16(23)	7(10)	4 (8)
6 - 5 to 6 hours	4 (6)	4 (6)	4 (8)
7 - More than 6 hours	15(21)	15(22)	5(10)
Col. 22 Number of Hours of Viewing Each Day on Weekends			
0 - Don't Watch Television	0 (0)	0 (0)	0 (0)
1 - Occasionally Only (No Time Specified)	0 (0)	0 (0)	0 (0)
2 - 1 to 2 hours	2 (3)	9(13)	2 (4)
3 - 2 to 3 hours	12(17)	10(14)	13(26)
4 - 3 to 4 hours	10(14)	8(11)	12(24)
5 - 4 to 5 hours	22(31)	11(16)	10(20)
6 - 5 to 6 hours	6 (9)	4 (6)	5(10)
7 - 6 to 7 hours	9(13)	7(10)	7(14)
8 - 7 to 8 hours	5 (7)	2 (3)	0 (0)
9 - More than 8 hours	4 (6)	19(27)	1 (2)
Col. 23 Time of Day Television Usually Viewed on Weekends			
0 - Don't Watch Television	0 (0)	0 (0)	0 (0)
1 - Occasionally Only (no Time Specified)	0 (0)	0 (0)	0 (0)
2 - Morning	0 (0)	0 (0)	0 (0)
3 - Afternoon	0 (0)	0 (0)	0 (0)
4 - Evening	30(43)	8(11)	8(16)
5 - Morning and Afternoon	0 (0)	1 (1)	0 (0)
6 - Afternoon and Evening	27(39)	46(66)	40(80)
7 - All Day	13(18)	15(22)	2 (4)
Col. 24 Three Most Favourite Programs			
1 - Don't Watch TV	0 (0)	0 (0)	0 (0)
2 - One Program Mentioned	0 (0)	1 (1)	0 (0)
3 - Two Programs Mentioned	0 (0)	0 (0)	0 (0)
4 - Three or More Programs Mentioned	70(100)	69(99)	50(100)
Col. 25 Three Most Favourite Programs (CATEGORY - 1st Mention)			
0 - No Response	0 (0)	0 (0)	0 (0)
1 - Not Applicable	1 (1)	0 (0)	1 (2)
2 - Quiz Programs (Front Page Challenge)	0 (0)	0 (0)	0 (0)
3 - Dramatic Series (Police Story)	42(60)	36(52)	15(30)
4 - Situation Comedy(All in the Family)	15(22)	8(11)	7(14)
5 - Variety & Musical Shows (Carol Burnett)	1 (1)	1 (1)	7(14)
6 - Movies (Feature Films)	2 (3)	2 (3)	1 (2)
7 - Public Affairs & Talk Shows (Ombudsman)	1 (1)	1 (1)	0 (0)
8 - Documentary Films (This Land)	0 (0)	0 (0)	1 (2)
9 - Sports Programs (NHL Hockey)	8(12)	22(31)	18(36)

	Marginals		
	EC	IF	IS
Col. 26 Three Most Favourite Programs (CATEGORY - 1st Mention)			
0 - Not Applicable	69(99)	70(100)	49(98)
1 - Outdoors-Wildlife	------	-------	------
2 - Educational Programs (Sesame Street)	------	-------	------
3 - Commercials	------	-------	------
4 - Cartoons (Bugs Bunny)	1 (1)	-------	1 (2)
5 - Religious Programs (Hymn Sing)	------	-------	------
6 - Eskimo Programs (Tarqravut)	------	-------	------
7 - French Programs (Les Grands Films)	------	-------	------
8 - Soap Opera (Edge of Night)	------	-------	------
Col. 27 Three Most Favourite Programs (CATEGORY - 2nd Mention)			
0 - No Response	0 (0)	1 (1)	0 (0)
1 - Not Applicable	0 (0)	1 (1)	0 (0)
2 - Quiz Programs	------	------	------
3 - Dramatic Series	46(66)	46(66)	38(76)
4 - Situation Comedy	14(21)	10(15)	1 (2)
5 - Variety & Musical Shows	7(10)	1 (1)	5(10)
6 - Movies	1 (1)	3 (4)	1 (2)
7 - Public Affairs & Talk Shows	0 (0)	2 (3)	0 (0)
8 - Documentary Films	1 (1)	------	------
9 - Sports Programs	1 (1)	6 (9)	5(10)
Col. 28 Three Most Favourite Programs (CATEGORY - 2nd Mention)			
0 - Not Applicable	70(100)	69(99)	50(100)
1 - Outdoors-Wildlife	-------	1 (1)	-------
2 - Educational Programs	-------	------	-------
3 - Commercials	-------	------	-------
4 - Cartoons	-------	------	-------
5 - Religious Programs	-------	------	-------
6 - Eskimo Programs	-------	------	-------
7 - French Programs	-------	------	-------
8 - Soap Opera	-------	------	-------
Col. 29 Three Most Favourite Programs (CATEGORY - 3rd Mention)			
0 - No Response	0 (0)	1 (1)	0 (0)
1 - Not Applicable	0 (0)	3 (4)	1 (2)
2 - Quiz Programs	------	------	------
3 - Dramatic Series	40(57)	48(70)	27(54)
4 - Situation Comedy	22(32)	7(10)	6(12)
5 - Variety & Musical Shows	2 (3)	1 (1)	7(14)
6 - Movies	5 (7)	3 (4)	5(10)
7 - Public Affairs & Talk Shows	1 (1)	2 (3)	0 (0)
8 - Documentary Films	------	------	------
9 - Sports Programs	0 (0)	5 (7)	4 (8)
Col. 30 Three Most Favourite Programs (CATEGORY - 3rd Mention)			
0 - Not Applicable	70(100)	67(96)	49(98)
1 - Outdoors-Wildlife	-------	------	------
2 - Educational Programs	-------	------	------
3 - Commercials	-------	------	------
4 - Cartoons	-------	3 (4)	1 (2)

	Marginals		
	EC	IF	IS
Col. 31 Three Most Favourite Programs (SPECIFIC - 1st Mention)			
0 - No Specific Program Mentioned	2 (3)	0 (0)	0 (0)
1 - Not Applicable	51(73)	52(75)	45(90)
2 - Police Story	13(19)	14(20)	2 (4)
3 - Cannon	4 (5)	4 (5)	2 (4)
4 - That Girl	------	------	------
5 - Forest Rangers	------	------	------
6 - Six Million Dollar Man	------	------	1 (2)
7 - Mod Squad	------	------	------
8 - Dick Van Dyke	------	------	------
9 - Tarqravut	------	------	------
Col. 32 Three Most Favourite Programs (SPECIFIC - 1st Mention)			
0 - Not Applicable	57(81)	43(62)	28(56)
1 - Western Movies	------	2 (3)	------
2 - War Movies	------	------	------
3 - One Northern Summer	------	------	------
4 - Hockey Night in Canada	8(11)	22(32)	18(36)
5 - Mash	4 (6)	1 (1)	1 (2)
6 - Wonderful World of Disney	------	2 (3)	1 (2)
7 - Hercules	1 (1)	------	------
8 - Black Beauty	------	------	------
9 - Beach Combers	------	------	2 (4)
Col. 33 Three Most Favourite Programs (SPECIFIC - 1st Mention)			
0 - Not Applicable	68(97)	67(96)	40(80)
1 - Tommy Banks	------	------	------
2 - Partridge Family	------	2 (3)	7(14)
3 - Ceilidh	------	------	------
4 - Irish Rovers	------	------	------
5 - All in the Family	------	1 (1)	------
6 - Hawaii 5-0	------	------	------
7 - Maude	2 (3)	------	2 (4)
8 - Bugs Bunny	------	------	1 (2)
9 - South Seas	------	------	------
Col. 34 Three Most Favourite Programs (SPECIFIC - 1st Mention)			
0 - Not Applicable	45(64)	50(71)	40(80)
1 - Klahanie	------	------	------
2 - The Waltons	2 (3)	------	------
3 - Tommy Hunter	------	------	------
4 - Charlie Chaplin Film Series	------	------	------
5 - Collaborators	8(11)	3 (4)	7(14)
6 - Lost in Space	------	13(19)	1 (2)
7 - Carol Burnett	------	------	2 (4)
8 - Pink Panther	------	------	------
9 - Happy Days	15(22)	4 (6)	------

	Marginals		
	EC	IF	IS
Col. 35 Three Most Favourite Programs (SPECIFIC - 1st Mention)			
0 - Not Applicable	59(85)	68(97)	47(94)
1 - The National	------	------	------
2 - Primus	------	------	------
3 - Chico and the Man	2 (3)	1 (1)	1 (2)
4 - Music Machine	1 (1)	1 (1)	1 (2)
5 - CFL Football	------	------	------
6 - Juliette & Friends	------	------	------
7 - This is the Law	1 (1)	------	------
8 - Man Alive	------	------	1 (2)
9 - Rhoda	7(10)	------	------
Col. 36 Three Most Favourite Programs (SPECIFIC - 2nd Mention)			
0 - No Response	0(0)	1 (1)	0 (0)
1 - Not Applicable	55(79)	51(73)	28(56)
2 - Police Story	12(17)	11(16)	17(34)
3 - Cannon	3 (4)	7(10)	5(10)
Col. 37 Three Most Favourite Programs (SPECIFIC - 2nd Mention)			
0 - Not Applicable	54(77)	54(77)	40(80)
1 - Western Movies	------	------	------
2 - War Movies	------	------	------
3 - One Northern Summer	------	------	------
4 - Hockey Night in Canada	1 (1)	4 (6)	3 (6)
5 - Mash	8(12)	4 (6)	------
6 - Wonderful World of Disney	3 (4)	6 (9)	5(10)
7 - Hercules	------	------	------
8 - Black Beauty	------	1 (1)	1 (2)
9 - Beach Combers	4 (6)	1 (1)	1 (2)
Col. 38 Three Most Favourite Programs (SPECIFIC - 2nd Mention)			
0 - Not Applicable	62(88)	69(99)	47(94)
1 - Tommy Banks	------	------	------
2 - Partridge Family	4 (6)	1 (1)	3 (6)
3 - Ceilidh	------	------	------
4 - Irish Rovers	------	------	------
5 - All in the Family	2 (3)	------	------
6 - Hawaii 5-0	------	------	------
7 - Maude	2 (3)	------	------
Col. 39 Three Most Favourite Programs (SPECIFIC - 2nd Mention)			
0 - Not Applicable	45(65)	47(67)	39(78)
1 - Klahanie	------	------	------
2 - The Waltons	1 (1)	3 (4)	------
3 - Tommy Hunter	------	------	------
4 - Charlie Chaplin Series	------	------	------
5 - Collaborators	7(10)	9(13)	8(16)
6 - Lost in Space	1 (1)	4 (6)	1 (2)
7 - Carol Burnett	------	------	1 (2)
8 - Pink Panther	------	------	------
9 - Happy Days	16(23)	7(10)	1 (2)

	Marginals		
	EC	IF	IS
Col. 40 Three Most Favourite Programs (SPECIFIC - 2nd Mention)			
0 - Not Applicable	65(94)	58(83)	46(92)
1 - The National	------	1 (1)	------
2 - Primus	------	3 (5)	------
3 - Chico and The Man	1 (1)	3 (5)	------
4 - Music Machine	2 (3)	1 (1)	2 (4)
5 - CFL Football	------	2 (3)	2 (4)
6 - Juliette & Friends	------	------	------
7 - This is the Law	------	1 (1)	------
8 - Nature of Things	1 (1)	1 (1)	------
9 - Rhoda	1 (1)	------	------
Col. 41 Three Most Favourite Programs (SPECIFIC - 3rd Mention)			
0 - No Response	4 (6)	5 (8)	4 (8)
1 - Not Applicable	44(63)	49(70)	36(72)
2 - Police Story	12(17)	14(20)	8(16)
3 - Cannon	7(10)	1 (1)	2 (4)
4 - Mary Tyler Moore	1 (1)	------	------
5 - Forest Rangers	------	1 (1)	------
6 - Six Million Dollar Man	------	------	------
7 - Mod Squad	------	------	------
8 - Rhoda	2 (3)	------	------
Col. 42 Three Most Favourite Programs (SPECIFIC - 3rd Mention)			
0 - Not Applicable	54(77)	43(62)	39(78)
1 - Western Movies	------	------	2 (4)
2 - War Movies	------	------	------
3 - One Northern Summer	------	------	------
4 - Hockey Night in Canada	------	5 (7)	2 (4)
5 - Mash	9(13)	3 (4)	------
6 - Wonderful World of Disney	3 (4)	14(20)	3 (6)
7 - Hercules	------	------	------
8 - Black Beauty	------	1 (1)	------
9 - Beach Combers	4 (6)	4 (6)	4 (8)
Col. 43 Three Most Favourite Programs (SPECIFIC - 3rd Mention)			
0 - Not Applicable	66(95)	66(95)	41(82)
1 - Tommy Banks	------	------	------
2 - Partridge Family	1 (1)	2 (3)	4 (8)
3 - Ceilidh	------	------	------
4 - Irish Rovers	------	------	------
5 - All in the Family	3 (4)	1 (1)	1 (2)
6 - Hawaii 5-0	------	------	------
7 - Maude	------	------	4 (8)
8 - Bugs Bunny	------	1 (1)	------
9 - South Seas	------	------	------

	Marginals		
	EC	IF	IS
Col. 44 Three Most Favourite Programs (SPECIFIC - 3rd Mention)			
0 - Not Applicable	57(82)	55(79)	39(78)
1 - Klahanie	------	------	------
2 - The Waltons	1 (1)	------	------
3 - Tommy Hunter	------	------	------
4 - Charlie Chaplin Series	------	1 (1)	------
5 - Collaborators	5 (7)	6 (9)	5(10)
6 - Lost in Space	1 (1)	4 (6)	1 (2)
7 - Carol Burnett	1 (1)	1 (1)	1 (2)
8 - Pink Panther	------	1 (1)	------
9 - Happy Days	5 (8)	2 (3)	4 (8)
Col. 45 Three Most Favourite Programs (SPECIFIC - 3rd Mention)			
0 - Not Applicable	59(85)	66(94)	45(90)
1 - The National	1 (1)	2 (3)	------
2 - Primus	2 (3)	2 (3)	------
3 - Chico and The Man	6 (9)	------	------
4 - Music Machine	------	------	2 (4)
5 - CFL Foot Ball	------	------	2 (4)
6 - Juliette & Friends	------	------	------
7 - This is the Law	------	------	------
8 - Mary Tyler Moore	1 (1)	------	1 (2)
9 - Man About the House	1 (1)	------	------
Col. 46 Three Least Favourite Programs			
1 - Don't Watch TV/Don't Know/No Discrimination	1 (1)	1 (1)	1 (2)
2 - One Program Mentioned	2 (3)	6 (9)	11(22)
3 - Two Programs Mentioned	4 (6)	3 (4)	7(14)
4 - Three Programs Mentioned	63(90)	60(86)	31(62)
Col. 47 Three Least Favourite Programs (CATEGORY - 1st Mention)			
0 - No Response	1 (1)	1 (1)	1 (2)
1 - Not Applicable	14(20)	17(25)	2 (4)
2 - Quiz Programs	1 (1)	3 (4)	2 (4)
3 - Dramatic Series	2 (3)	1 (1)	-----
4 - Situation Comedy	1 (1)	1 (1)	1 (2)
5 - Variety & Musical Shows	4 (6)	1 (1)	2 (4)
6 - Movies	4 (6)	1 (1)	1 (2)
7 - Public Affairs & Talk Shows	40(58)	42(61)	40(80)
8 - Documentary Films	1 (1)	1 (1)	1 (2)
9 - Sports Programs	2 (3)	2 (3)	-----
Col. 48 Three Least Favourite Programs (CATEGORY - 1st Mention)			
0 - Not Applicable	56(80)	52(75)	48(96)
1 - Outdoors-Wildlife	------	1 (1)	------
2 - Educational Programs	2 (3)	1 (1)	------
3 - Commercials	------	------	------
4 - Cartoons	------	------	------
5 - Religious Programs	1 (1)	2 (3)	------
6 - Eskimo Programs	------	------	------
7 - French Programs	2 (3)	9 (13)	1 (2)
8 - Soap Opera	9(13)	5 (7)	1 (2)

	Marginals		
	EC	IF	IS
Col. 49 Three Least Favourite Programs (CATEGORY - 2nd Mention)			
0 - No Response	3 (4)	7(10)	12(24)
1 - Not Applicable	16(23)	14(20)	8(16)
2 - Quiz Programs	1 (1)	5 (7)	5(10)
3 - Dramatic Series	2 (3)	------	2 (4)
4 - Situation Comedy	------	------	1 (2)
5 - Variety & Musical Shows	9(13)	------	2 (4)
6 - Movies	3 (4)	1 (1)	------
7 - Public Affairs & Talk Shows	33(48)	36(52)	16(32)
8 - Documentary Films	------	3 (4)	2 (4)
9 - Sports Programs	3 (4)	4 (6)	2 (4)
Col. 50 Three Least Favourite Programs (CATEGORY - 2nd Mention)			
0 - Not Applicable	54(78)	56(81)	42(84)
1 - Outdoors-Wildlife	------	------	------
2 - Educational Programs	------	4 (6)	3 (6)
3 - Commercials	------	1 (1)	------
4 - Cartoons	------	------	------
5 - Religious Programs	1 (1)	1 (1)	1 (2)
6 - Eskimo Programs	------	------	------
7 - French Programs	1 (1)	7(10)	3 (6)
8 - Soap Opera	14(20)	1 (1)	1 (2)
Col. 51 Three Least Favourite Programs (CATEGORY - 3rd Mention)			
0 - No Response	7(10)	10(14)	19(38)
1 - Not Applicable	15(22)	16(24)	10(20)
2 - Quiz Programs	1 (1)	4 (6)	1 (2)
3 - Dramatic Series	2 (3)	------	------
4 - Situation Comedy	1 (1)	------	------
5 - Variety & Musical Shows	8(12)	1 (1)	3 (6)
6 - Movies	5 (7)	1 (1)	2 (4)
7 - Public Affairs & Talk Shows	30(43)	35(50)	13(26)
8 - Documentary Films	------	2 (3)	1 (2)
9 - Sports Programs	1 (1)	1 (1)	1 (2)
Col. 52 Three Least Favourite Programs (CATEGORY - 3rd Mention)			
0 - Not Applicable	55(79)	54(77)	40(80)
1 - Outdoors-Wildlife	------	------	------
2 - Educational Programs	5 (7)	4 (6)	3 (6)
3 - Commercials	------	------	1 (2)
4 - Cartoons	------	------	1 (2)
5 - Religious Programs	3 (4)	1 (1)	2 (4)
6 - Eskimo Programs	------	------	------
7 - French Programs	1 (1)	10(15)	1 (2)
8 - Soap Opera	6 (9)	1 (1)	2 (4)

	Marginals		
	EC	IF	IS
Col. 53 Three Least Favourite Programs (Specific - 1st Mention)			
0 - No Response	5 (7)	2 (3)	2 (4)
1 - Not Applicable	22(31)	25(36)	13(26)
2 - The House of Pride	9(13)	4 (6)	1 (2)
3 - Les Grands Films	2 (3)	9(12)	1 (2)
4 - Musicamera	3 (4)	------	1 (2)
5 - The White Oaks of Jalna	------	------	------
6 - Juliette & Friends	26(38)	25(36)	31(62)
7 - Third Testament	------	1 (1)	------
8 - The Waltons	2 (3)	1 (1)	------
9 - First Person Singular	1 (1)	3 (5)	1 (2)
Col. 54 Three Least Favourite Programs (SPECIFIC - 1st Mention)			
0 - Not Applicable	60(87)	54(78)	39(78)
1 - Front Page Challenge	1 (1)	3 (4)	2 (4)
2 - The National	1 (1)	6 (9)	4 (8)
3 - View Point	1 (1)	2 (3)	------
4 - News Magazine	1 (1)	------	------
5 - Luncheon Date	1 (1)	1 (1)	------
6 - Rhoda	1 (1)	------	1 (2)
7 - This is the Law	1 (1)	2 (3)	2 (4)
8 - Market Place	------	1 (1)	------
9 - Ombudsman	3 (6)	1 (1)	2 (4)
Col. 55 Three Least Favourite Programs (SPECIFIC - 1st Mention)			
0 - Not Applicable	62(90)	66(95)	50(100)
1 - The Nation's Business	1 (1)	------	-------
2 - The Nature of Things	1 (1)	------	-------
3 - CFL Football	1 (1)	3 (3)	-------
4 - Take 30	------	------	-------
5 - Man Alive	------	------	-------
6 - Hymn Sing	1 (1)	1 (1)	-------
7 - Mr. Chips	2 (3)	------	-------
8 - Edge of Night	2 (3)	1 (1)	-------
9 - Mr. Dressup	------	------	-------
Col. 56 Three Least Favourite Programs (SPECIFIC - 1st Mention)			
0 - Not Applicable	66(95)	65(95)	48(96)
1 - Hi Diddle Day	------	------	------
2 - Baseball	1 (1)	------	------
3 - Sesame Street	------	1 (1)	------
4 - Meeting Place	------	------	------
5 - Onedin Line	------	------	------
6 - This Land	------	1 (1)	1 (2)
7 - Music to See	1 (1)	1 (1)	1 (2)
8 - Maude	------	1 (1)	------
9 - Some Honourable Members	2 (3)	1 (1)	------

	Marginals		
	EC	IF	IS
Col. 57 Three Least Favourite Programs (SPECIFIC - 2nd Mention)			
0 - No Response	5 (7)	7(10)	13(26)
1 - Not Applicable	31(44)	31(45)	21(42)
2 - The House of Pride	9(13)	1 (1)	1 (2)
3 - Les Grands Films	1 (1)	7(10)	3 (6)
4 - Musicamera	5 (7)	1 (1)	1 (2)
5 - White Oaks of Jalna	------	1 (1)	------
6 - Juliette & Friends	15(22)	21(31)	7(14)
7 - Third Testament	------	------	1 (2)
8 - The Waltons	1 (1)	------	2 (4)
9 - First Person Singular	3 (5)	1 (1)	1 (2)
Col. 58 Three Least Favourite Programs (SPECIFIC - 2nd Mention)			
0 - Not Applicable	57(82)	53(75)	35(70)
1 - Front Page Challenge	1 (1)	5 (7)	5(10)
2 - The National	3 (5)	3 (5)	------
3 - View Point	2 (3)	4 (6)	2 (4)
4 - News Magazine	1 (1)	------	3 (6)
5 - Luncheon Date	1 (1)	------	------
6 - Rhoda	------	1 (1)	1 (2)
7 - This is the Law	------	1 (1)	------
8 - Market Place	4 (6)	------	------
9 - Ombudsman	1 (1)	3 (5)	4 (8)
Col. 59 Three Least Favourite Programs (SPECIFIC - 2nd Mention)			
0 - Not Applicable	62(89)	61(88)	46(92)
1 - The Nation's Business	1 (1)	------	------
2 - The Nature of Things	------	------	------
3 - CFL Football	------	4 (6)	1 (2)
4 - Take 30	------	------	------
5 - Man Alive	------	1 (1)	------
6 - Hymn Sing	2 (3)	1 (1)	------
7 - Mr. Chips	------	2 (3)	3 (6)
8 - Edge of Night	5 (7)	------	------
9 - Mr. Dressup	------	1 (1)	------
Col. 60 Three Least Favourite Programs (SPECIFIC - 2nd Mention)			
0 - Not Applicable	59(83)	66(95)	47(94)
1 - Hi Diddle Day	------	------	------
2 - Baseball	3 (5)	------	1 (2)
3 - Sesame Street	------	------	------
4 - Meeting Place	1 (1)	------	------
5 - Electric Company	------	1 (1)	------
6 - This Land	------	------	------
7 - Music to See	3 (5)	2 (3)	2 (4)
8 - Charlie Chaplin Series	2 (3)	1 (1)	------
9 - Onedin Line	2 (3)	------	------

	Marginals		
	EC	IF	IS
Col. 61 Three Least Favourite Programs (SPECIFIC - 3rd Mention)			
0 - No Response	9(13)	12(17)	20(40)
1 - Not Applicable	38(54)	37(53)	20(40)
2 - The House of Pride	4 (6)	1 (1)	2 (4)
3 - Les Grands Films	2 (3)	9(13)	1 (2)
4 - Musicamera	2 (3)	------	------
5 - The White Oaks of Jalna	------	------	------
6 - Juliette & Friends	13(19)	7(10)	6(12)
7 - Third Testament	1 (1)	1 (1)	------
8 - The Waltons	------	------	------
9 - First Person Singular	1 (1)	3 (5)	1 (2)
Col. 62 Three Least Favourite Programs (SPECIFIC - 3rd Mention)			
0 - Not Applicable	55(79)	44(63)	43(86)
1 - Front Page Challenge	1 (1)	5 (7)	1 (2)
2 - The National	------	2 (3)	2 (4)
3 - View Point	4 (6)	4 (6)	3 (6)
4 - News Magazine	2 (3)	1 (1)	------
5 - Luncheon Date	2 (3)	3 (4)	------
6 - Rhoda	1 (1)	------	------
7 - This is the Law	------	3 (4)	1 (2)
8 - Market Place	2 (3)	2 (3)	------
9 - Ombudsman	3 (5)	6 (9)	------
Col. 63 Three Least Favourite Programs (SPECIFIC - 3rd Mention)			
0 - Not Applicable	56(80)	61(87)	45(90)
1 - The Nation's Business	1 (1)	2 (3)	------
2 - The Nature of Things	------	2 (3)	------
3 - CFL Football	1 (1)	------	------
4 - Take 30	------	2 (3)	------
5 - Man Alive	------	------	------
6 - Hymm Sing	5 (8)	1 (1)	2 (4)
7 - Mr. Chips	4 (6)	2 (3)	3 (6)
8 - Edge of Night	2 (3)	------	------
9 - Mr. Dressup	1 (1)	------	------
Col. 64 Three Least Favourite Programs (SPECIFIC - 3rd Mention)			
0 - Not Applicable	61(86)	68(98)	42(84)
1 - Hi Diddle Day	------	1 (1)	1 (2)
2 - Baseball	------	1 (1)	1 (2)
3 - Sesame Street	------	------	------
4 - Meeting Place	3 (5)	------	------
5 - Onedin Line	2 (3)	------	------
6 - This Land	------	------	1 (2)
7 - Music to See	3 (5)	------	2 (4)
8 - Charlie Chaplin Series	1 (1)	------	2 (4)
9 - Bugs Bunny	------	------	1 (2)

	Marginals		
	EC	IF	IS
Col. 65 Reasons Given for Choice of Favourite Programs			
0 - No Response	------	------	------
1 - Action Oriented (Suspense)	32(45)	49(70)	32(64)
2 - Provide New Information (Educational)	3 (5)	3 (4)	3 (6)
3 - Amusement	22(31)	6 (9)	3 (6)
4 - Interesting (High Interest Generated)	13(19)	12(17)	12(24)
Col. 66 Reasons Given for Choice of Least Favourite Program			
0 - No Response	------	------	------
1 - Slow Pacing/Boredom	56(80)	27(39)	18(36)
2 - Preponderance of Talking (Don't Understd French)	6 (9)	40(57)	26(52)
3 - Not Relevant to Life Style & Environment	1 (1)	1 (1)	1 (2)
4 - Not Interesting	7(10)	2 (3)	5(10)
Col. 67 Type of TV Programs Sample(s) Would Like to See if Choice Available			
0 - No Response	------	------	------
1 - Primarily Action Oriented Dramatic Series & Movies	44(63)	53(76)	32(64)
2 - Primarily Sit-Com Series & Family Shows	22(31)	5 (7)	4 (8)
3 - Traditional Eskimo Culture & Life Style	------	2 (3)	3 (6)
4 - Contemporary Eskimo Culture & Life Style	------	3 (4)	1 (2)
5 - Primarily Sports Programs	------	7(10)	10(20)
6 - Eskimo Language Programs	------	------	------
7 - Variety & Musical Shows	2 (3)		
8 - Game Shows	2 (3)		
Col. 68 Main Language of TV in North			
0 - No Response	------	------	------
1 - English	64(92)	44(63)	23(46)
2 - Eskimo	------	7(10)	1 (2)
3 - English & Eskimo	5 (7)	19(27)	26(52)
4 - English and French	1 (1)	------	------
Col. 69 Type of Information or Education Programs Sample(s) Would Like to See on TV			
0 - No Response	17(24)	2 (3)	7(14)
1 - Information on Potential Careers	------	5 (7)	1 (2)
2 - International & National News Events	13(18)	5 (7)	1 (2)
3 - Northern News & Environment	3 (5)	24(35)	14(28)
4 - Documentary Films of Different Cultures	13(18)	6 (9)	4 (8)
5 - Supplement to School Classes	22(32)	8(11)	13(26)
6 - Traditional Eskimo Culture & Life Style	2 (3)	19(27)	7(14)
7 - Solutions to Community Problems	------	1 (1)	3 (6)

	Marginals		
	EC	IF	IS
Col. 70 TV Program to be Made and Shown in Frobisher Bay - Perceptions of Relevant Subject Matter			
0 - No Response	10(14)	1 (1)	7(14)
1 - Action Oriented Dramatic Series	17(25)	3 (4)	------
2 - Situation Comedy "Family Shows"	8(11)	------	------
3 - International & National News Events	5 (7)	1 (1)	1 (2)
4 - Major Problems in Community	3 (5)	6 (9)	5(10)
5 - Traditional Eskimo Culture & Life Style	------	32(46)	14(28)
6 - Northern Environment	18(26)	23(33)	15(30)
7 - Southern Life Style	8(11)	4 (6)	1 (2)
8 - Community Sports	1 (1)	------	7(14)
Cols. 71 - 79 BLANK			
Col. 80 CARD NUMBER			
CARD NUMBER TWO			
Cols. 1 - 3 Subject Identification			
Cols. 4 - 17 SES ORIENTATIONS			
Col. 4 Places Sample(s) Would Most Like to Travel To			
0 - No Response	------	------	------
1 - None/Prefer to Remain at Home	------	------	------
2 - Localized Arctic Travel	2 (3)	7(10)	11(22)
3 - Southern Canada	13(19)	50(72)	31(62)
4 - Outside of Canada (U.S.A. - Central America)	9(13)	5 (7)	3 (6)
5 - Outside of North America (South America, Europe, Asia, Africa)	46(66)	8(11)	5(10)
Col. 5 Most Interesting Job (Classification)			
0 - No Response	------	------	------
1 - Blue Collar Orientation	9(13)	30(43)	22(44)
2 - White Collar Orientation	12(17)	17(24)	13(26)
3 - Professional/Proprietary/Managerial Orientation	49(70)	23(33)	15(30)
Col. 6 Most Interesting Job (Classification)			
0 - No Response	------	------	------
1 - Professional	18(26)	2 (3)	5(10)
2 - Semi-Professional	31(44)	18(25)	9(18)
3 - Proprietary & Managerial	------	3 (4)	1 (2)
4 - Clerical and Sales	12(17)	17(25)	13(26)
5 - Skilled Trades	3 (5)	10(14)	3 (6)
6 - Semi-Skilled Trades	6 (8)	20(29)	18(36)
7 - Unskilled (General Labour)	------	------	1 (2)
Col. 7 Most Interesting Job (Classification)			
0 - No Response	------	------	------
1 - Primarily Indoor Occupations	51(73)	59(85)	41(82)
2 - Primarily Outdoor Occupations	11(16)	5 (7)	3 (6)
3 - Both Indoor & Outdoor Occupations	8(11)	6 (8)	6(12)

		Marginals		
		EC	IF	IS
Col. 8	Most Interesting Job (Specific)			
	0 - No Response	------	------	------
	1 - Not Applicable	50(72)	55(78)	39(78)
	2 - Teacher	7(10)	2 (3)	4 (8)
	3 - Nurse	2 (3)	11(16)	5(10)
	4 - Doctor(Medical)	3 (4)	------	------
	5 - Veterinarian	3 (4)	------	------
	6 - Scientist	2 (3)	------	------
	7 - Biologist	1 (1)	------	------
	8 - Engineer	------	------	1 (2)
	9 - Social Worker	2 (3)	2 (3)	1 (2)
Col. 9	Most Interesting Job (Specific)			
	0 - Not Applicable	46(66)	64(92)	48(96)
	1 - Computer Programmer	1 (1)	------	------
	2 - Pilot	11(16)	3 (5)	1 (2)
	3 - Minister of Religion	------	1 (1)	------
	4 - Wildlife Convervationist	3 (4)	------	------
	5 - Manager of Corporation or Association	------	1 (1)	------
	6 - Private Business	------	------	1 (2)
	7 - Professional Football	2 (3)	------	------
	8 - Professional Hockey	3 (4)	1 (1)	------
	9 - Entertainer (Actor, Singer, Dancer)	4 (6)	------	------
Col. 10	Most Interesting Job (Specific)			
	0 - Not Applicable	62(89)	53(76)	38(76)
	1 - Clerical	------	4 (6)	7(14)
	2 - Civil Servant	3 (4)	------	3 (6)
	3 - Receptionist (Airline)	------	1 (1)	1 (2)
	4 - Receptionist (General)	------	1 (1)	------
	5 - Travel Agent	------	1 (1)	------
	6 - R.C.M.P.	2 (3)	3 (5)	------
	7 - Film Maker	2 (3)	1 (1)	------
	8 - Radio Announcer	------	2 (3)	------
	9 - Secretary	1 (1)	4 (6)	1 (2)
Col. 11	Most Interesting Job (specific)			
	0 - Not Applicable	58(84)	40(57)	29(58)
	1 - Stewardess	8(12)	6 (9)	1 (2)
	2 - Mechanic (Airline)	1 (1)	4 (6)	1 (2)
	3 - Mechanic (General)	1 (1)	13(19)	15(30)
	4 - Electrician	1 (1)	6 (9)	1 (2)
	5 - Fireman	1 (1)	------	------
	6 - Nursing Assistant	------	1 (1)	------
	7 - Dental Assistant	------	------	1 (2)
	8 - Hair Dresser	------	------	1 (2)
	9 - Carpenter	------	------	1 (2)

	Marginals		
	EC	IF	IS
Col. 12 Most Interesting Job (Specific)			
0 - Not Applicable	64(93)	67(96)	46(92)
1 - Truck Driver	------	2 (3)	------
2 - Construction Worker	------	------	1 (2)
3 - Police Woman	------	1 (1)	------
4 - Recreation Director	1 (1)	------	2 (4)
5 - Teaching Assistant	------	------	1 (2)
6 - Policeman	2 (3)	------	------
7 - Architect	1 (1)	------	------
8 - Restaurant Chef	1 (1)	------	------
9 - Economist	1 (1)	------	------
Col. 13 Choice of Working Location			
0 - No Response	------	------	------
1 - In Northern Settlement	1 (1)	37(53)	37(74)
2 - Southern Location	69(99)	33(47)	13(26)
Col. 14 Rating of Inuit with Southern Way of Life			
0 - No Response	------	------	------
1 - Better Than Southern Way of Life	10(14)	12(17)	13(26)
2 - Worse Than Southern Way of Life	37(53)	13(19)	3 (6)
3 - No Different Than Southern Way of Life	23(33)	45(64)	34(68)
Col. 15 Rating of Inuit Way of Life (Reasons for Better Than Southern Way of Life)			
0 - No Response	------	------	------
1 - Not Applicable	60(86)	58(83)	37(74)
2 - Attitude Toward Basic Values	3 (4)	7(10)	3 (6)
3 - Less Violence & Crime in North	------	1 (1)	5(10)
4 - Less Polution in North	------	------	------
5 - Less Drugs in North	------	1 (1)	------
6 - Environmental Conditions Better in North	4 (6)	3 (5)	5(10)
7 - Welfare Provides Easy Living im North	3 (4)	------	------
Col. 16 Rating of Inuit Way of Life (Reasons for Worse Than Southern Way of Life)			
0 - No Response	------	------	------
1 - Not Applicable	33(47)	57(82)	47(94)
2 - Poorer Living Conditions in North	17(25)	1 (1)	1 (2)
3 - Opportunity for Employment Lower in North	1 (1)	1 (1)	------
4 - Dependence on Welfare in North	6 (9)	1 (1)	1 (2)
5 - Alcoholism in Community	3 (4)	7(10)	1 (2)
6 - Prevalence of Sickness in Community	------	------	------
7 - Less Exciting Environment in North	1 (1)	3 (5)	------
8 - Inuit Attitude Toward Work & Structured Life Style	6 (9)	------	------
9 - Subordination of Inuit by Whites	3 (4)		

	Marginals		
	EC	IF	IS
Col. 17 Rating of Inuit Way of Life (Reasons for No Different Than Southern Way of Life)			
0 - No Response	------	------	------
1 - Not Applicable	47(67)	25(35)	16(32)
2 - People are the Same Everywhere	3 (4)	1 (1)	2 (4)
3 - Life Style the Same in the North as South	19(28)	44(64)	32(64)
4 - Same Problems in North as South	1 (1)	------	------
Cols. 18 - 26 COGNITIVE LEVELS OF NATIONAL UNITS			
Col. 18 Identification of Canadian Prime Minister			
1 - Correctly Identified	70(100)	62(89)	41(82)
2 - Incorrectly Identified	-------	8(11)	9(18)
Col. 19 Identification of Number of Provinces in Canada			
1 - Correctly Identified	70(100)	44(63)	28(56)
2 - Incorrectly Identified	-------	26(37)	22(44)
Col. 20 Identification of Number of Provinces in Canada			
0 - No Response/Don't Know	-------	5 (7)	6(12)
1 - One Province Identified Correctly	-------	3 (5)	1 (2)
2 - Two Provinces Identified Correctly	-------	1 (1)	------
3 - Three " " "	-------	2 (3)	1 (2)
4 - Four " " "	-------	3 (5)	------
5 - Five " " "	-------	1 (1)	------
6 - Six " " "	-------	3 (5)	1 (2)
7 - Seven " " "	-------	1 (1)	2 (4)
8 - Eight " " "	-------	------	------
9 - Nine or More Provines Identified Correctly	70(100)	51(72)	39(78)
Col. 21 Identification of Four Main Political Parties			
1 - Correctly Identified	48(69)	16(23)	13(26)
2 - Incorrectly Identified	22(31)	54(77)	37(74)
Col. 22 Identification of Four Main Political Parties			
1 - No Response/Don't Know	4 (6)	19(27)	22(44)
2 - One Party Identified Correctly	1 (1)	16(23)	3 (6)
3 - Two Parties Identified Correctly	1 (1)	6 (9)	5(10)
4 - Three Parties Identified Correctly	16(23)	13(18)	6(12)
5 - Four Parties Identified Correctly	48(69)	16(23)	14(28)
Col. 23 Identification of Main Party in Opposition			
1 - Correctly Identified	35(50)	6 (9)	4 (8)
2 - Incorrectly Identified	35(50)	64(91)	46(92)
Col. 24 Identification of Capital City in Canada			
1 - Correctly Identified	70(100)	56(80)	35(70)
2 - Incorrectly Identified	-------	14(20)	15(30)
Col. 25 Identification of Capital City in N.W.T.			
1 - Correctly Identified	70(100)	62(89)	45(90)
2 - Incorrectly Identified	-------	8(11)	5(10)

	Marginals		
	EC	IF	IS
Col. 26 Identification of Two Main Languages in Canada			
1 - Correctly Identified	70(100)	57(81)	32(64)
2 - Incorrectly Identified	-------	13(19)	18(36)
Cols. 27 - 50 INTERNATIONAL ISSUES AND SOURCES			
Col. 27 Main Problems in World Today			
0 - No Response/Don't Know	-------	------	10(20)
1 - Feel Unqualified to Answer	-------	------	2 (4)
2 - Only Local Problems Enumerated	-------	9(13)	2 (4)
3 - Unique National Problems Enumerated	-------	------	------
4 - International Problems Enumerated	70(100)	61(87)	36(72)
Col. 28 Main Problems in World Today (PERCEPTIONS)			
0 - Not Applicable	1 (1)	9(13)	14(28)
1 - War	15(22)	11(16)	9(18)
2 - Poverty/Starvation/Famine/Food Supply	19(27)	8(11)	8(16)
3 - Inflation	12(18)	12(17)	4 (8)
4 - Population Explosion	7(10)	7(10)	2 (4)
5 - Drugs	------	5 (7)	3 (6)
6 - Pollution	5 (7)	8(11)	3 (6)
7 - Murder/Crime	1 (1)	5 (7)	1 (2)
8 - Inter-Nation Cooperation	2 (3)	------	1 (2)
9 - Energy Crisis	8(11)	5 (7)	5(10)
Col. 29 Main Problems in World Today (PERCEPTIONS)			
0 - Not Applicable	9(13)	39(56)	35(70)
1 - War	2 (3)	2 (3)	1 (2)
2 - Poverty/Starvation/Famine/Food Supply	21(30)	11(16)	5(10)
3 - Inflation	9(13)	4 (6)	5(10)
4 - Population Explosion	18(26)	4 (6)	------
5 - Drugs	------	8(11)	1 (2)
6 - Pollution	2 (3)	1 (1)	3 (6)
7 - Murder/Crime	2 (3)	------	------
8 - Racism	3 (4)	------	------
9 - Poor Leadership	4 (5)	1 (1)	------
Col. 30 Identification of War Areas During Past Year			
0 - No Response/Don't Know	1 (1)	24(34)	18(36)
1 - One Country or Region Named	25(36)	33(47)	23(46)
2 - Two Countries or Regions Named	30(43)	8(11)	3 (6)
3 - Three Countries or Regions Named	14(20)	5 (8)	6(12)
Col. 31 Identification of War Areas During Past Year (Specific)			
0 - Not Applicable	1 (1)	24(34)	18(36)
1 - Viet Nam	5 (7)	19(27)	17(34)
2 - Mid-East	15(22)	9(13)	2 (4)
3 - Ireland	5 (7)	4 (6)	3 (6)
4 - Africa	------	------	1 (2)
5 - Viet Nam & Mid-East	12(17)	3 (4)	3 (6)
6 - Mid-East & Ireland	17(25)	1 (1)	------
7 - Viet Nam, Mid-East & Ireland	14(20)	5 (8)	6(12)
8 - Cyprus	------	1 (1)	------
9 - Viet Nam & Cyprus	1 (1)	4 (6)	------

	Marginals		
	EC	IF	IS
Col. 32 Most Important International Person			
0 - No Response	------	3 (4)	5(10)
1 - Local Leaders Identified	------	4 (6)	2 (4)
2 - National Leaders Identified	2 (3)	7(10)	3 (6)
3 - International Leaders Identified	68(97)	56(80)	40(80)
Col. 33 Most Important International Person (Specific)			
0 - Not Applicable	15(21)	10(14)	10(20)
1 - God	------	1 (1)	3 (6)
2 - Trudeau	1 (1)	4 (6)	1 (2)
3 - Nixon	2 (3)	------	1 (2)
4 - Kissenger	30(44)	6 (9)	3 (6)
5 - Queen Elizabeth	21(30)	44(63)	30(60)
6 - Wally Firth	------	1 (1)	------
7 - John Kennedy	------	------	------
8 - Gerald Ford	1 (1)	2 (3)	1 (2)
9 - Kurt Waldheim	------	2 (3)	1 (2)
Col. 34 Most Important International Person (Specific)			
0 - Not Applicable	55(79)	65(93)	44(88)
1 - Jesus	------	1 (1)	------
2 - Governor General	1 (1)	2 (3)	1 (2)
3 - Family Members	1 (1)	1 (1)	1 (2)
4 - Hockey Players	1 (1)	1 (1)	1 (2)
5 - Mao Tse Tung	2 (3)	------	1 (2)
6 - Billy Graham	------	------	1 (2)
7 - Curley Taggart	------	------	1 (2)
8 - TV & Film Stars	8(12)	------	------
9 - Shah of Iran	2 (3)	------	------

Cols. 35 - 46 INTERNATIONAL SOURCE RATING MEANS
(Scale Values 1 = No Useful Information to 4 = Much Useful Information)

	WFB	IFB	IS
Col. 35 Friends	2.529	3.000	2.980
Col. 36 Family	3.171	3.200	3.160
Col. 37 Teacher(s)	2.686	2.586	2.800
Col. 38 Textbooks	2.643	2.386	2.581
Col. 39 Films in School	2.629	2.429	2.580
Col. 40 Radio	3.229	3.300	3.260
Col. 41 Newspapers:Magazines	3.271	2.571	2.900
Col. 42 Theatre Movies	2.000	1.857	1.780
Col. 43 Books-Novels	2.514	2.157	2.180
Col. 44 Television	3.929	3.700	3.740
Col. 45 Church	1.600	3.143	2.740

Col. 46 Other Sources			
0 - Not Applicable	66(96)	70(100)	50(100)
1 - Personal Travel	3 (4)	-------	-------
2 - Letters From Friends	1 (1)	-------	-------

	Marginals		
	EC	IF	IS
Col. 47 Source of Most Useful Information in Answering International Questions			
0 - No Response	------	------	------
1 - Not Applicable	60(86)	45(64)	32(64)
2 - Friends	------	4 (6)	4 (8)
3 - Family	3 (4)	11(16)	7(14)
4 - Teacher(s)	1 (1)	5 (7)	2 (4)
5 - Textbooks	1 (1)	------	1 (2)
6 - Films in School	------	------	------
7 - Radio	2 (3)	4 (6)	2 (4)
8 - Newspapers:Magazines	3 (5)	1 (1)	2 (4)
9 - Theatre Movies	------	------	------
Col. 48 Source of Most Useful Information in Answering International Questions			
0 - Not Applicable	10(14)	24(34)	18(36)
1 - Books-Novels	------	1 (1)	------
2 - Television	60(86)	39(56)	27(54)
3 - Church	------	6 (9)	5(10)
4 - Other Sources	------	------	------
Col. 49 Source of Least Useful Information in Answering International Questions			
0 - No Response	------	------	------
1 - Not Applicable	38(54)	8(11)	21(42)
2 - Friends	4 (6)	6 (9)	1 (2)
3 - Family	------	4 (6)	1 (2)
4 - Teacher(s)	4 (6)	14(20)	1 (2)
5 - Textbooks	9(13)	7(10)	7(14)
6 - Films in School	3 (4)	1 (1)	1 (2)
7 - Radio	------	------	------
8 - Newspapers:Magazines	------	8(11)	4 (8)
9 - Theatre Movies	12(17)	22(32)	14(28)
Col. 50 Source of Least Useful Information in Answering International Questions			
0 - Not Applicable	32(45)	60(86)	29(58)
1 - Books-Novels	4 (6)	6 (9)	1 (9)
2 - Television	------	1 (1)	------
3 - Church	34(49)	3 (4)	20(40)
4 - Other Sources	------	------	------
Cols. 51 - 71 NATIONAL ISSUES AND SOURCES			
Col. 51 Main Problems in Canada at Present Time			
0 - No Response	------	------	8(16)
1 - Only Local Problems Enumerated	------	10(16)	6(12)
2 - National Problems Identified	70(100)	60(84)	36(72)

		Marginals		
		EC	IF	IS
Col. 52	Main Problems in Canada (PERCEPTIONS)			
	0 - Not Applicable	2 (3)	2 (3)	11(22)
	1 - Inflation	44(63)	34(49)	22(44)
	2 - Unemployment	5 (7)	1 (1)	------
	3 - Alcohol	------	16(23)	6(12)
	4 - Pollution	3 (4)	1 (1)	6(12)
	5 - Housing	2 (3)	1 (1)	1 (2)
	6 - Cultural or Constitutional (French vs. English - Native Rights)	14(20)	------	2 (4)
	7 - Drugs (Non-Medical)	------	4 (6)	------
	8 - Crime/Violence	------	8(11)	2 (4)
	9 - Cancer/Heart Disease	------	3 (5)	------
Col. 53	Main Problems in Canada (PERCEPTIONS)			
	0 - Not Applicable	25(35)	44(63)	35(70)
	1 - Inflation	11(16)	------	1 (2)
	2 - Unemployment	5 (7)	1 (1)	------
	3 - Alcohol	------	7(10)	------
	4 - Pollution	11(16)	1 (1)	2 (4)
	5 - Housing	------	1 (1)	1 (2)
	6 - Cultural or Constitutional	7(10)	------	3 (6)
	7 - Drugs	------	9(13)	------
	8 - Crime/Violence	1 (1)	2 (3)	------
	9 - Energy Crisis	10(15)	5 (8)	8(16)
Col. 54	Most Important Canadian Person			
	0 - No Response	------	------	------
	1 - Local or Regional Person Identified	6 (9)	14(20)	15(30)
	2 - Southern Person Identified	64(91)	56(80)	35(70)
Col. 55	Most Important Canadian Person (Specific)			
	Euro-Canadian Responses			
	0 - No Response	------		
	1 - Trudeau	45(64)		
	2 - Peter Lougheed	3 (4)		
	3 - Stanfield	5 (7)		
	4 - Hockey Players	6 (9)		
	5 - Governor General	4 (6)		
	6 - Family Members of Self	6 (9)		
	7 - John A. MacDonald	1 (1)		
	Inuit Responses			
	0 - No Response		------	------
	1 - Trudeau		44(63)	27(54)
	2 - Governor General		5 (7)	2 (4)
	3 - Donald McDonald		1 (1)	------
	4 - Hockey Players		------	2 (4)
	5 - Wally Firth		2 (3)	1 (2)
	6 - Local Inuit Leaders		2 (3)	1 (2)
	7 - Family Members		10(15)	13(26)
	8 - Queen Elizabeth		5 (7)	3 (6)
	9 - T.V. Newscaster		1 (1)	1 (2)

				Marginals		
				EC	IF	IS
Cols. 56 - 67 NATIONAL SOURCE RATING MEANS (Scale Values 1 = No Useful Information to 4 = Much Useful Information)						
	WFB	IFB	IS			
Col. 56 Friends	2.429	2.957	2.980			
Col. 57 Family	3.100	3.029	3.100			
Col. 58 Teacher(s)	2.657	2.600	2.900			
Col. 59 Textbooks	2.400	2.286	2.440			
Col. 60 Films in School	2.557	2.243	2.560			
Col. 61 Radio	3.429	3.271	3.400			
Col. 62 Newspapers:Magazines	3.186	2.614	2.820			
Col. 63 Theatre Movies	1.786	1.729	1.720			
Col. 64 Books-Novels	2.257	2.000	2.000			
Col. 65 Television	3.886	3.600	3.780			
Col. 66 Church	1.486	3.043	2.780			
Col. 67 Other Sources						
0 - Not Applicable				70(100)	70(100)	50(100)
Col. 68 Source of Most Useful Information in Answering National Questions						
0 - No Response				------	------	------
1 - Not Applicable				61(87)	40(57)	27(54)
2 - Friends				------	3 (4)	4 (8)
3 - Family				4 (6)	8(12)	8(16)
4 - Teacher(s)				2 (3)	7(10)	1 (2)
5 - Textbooks				------	------	------
6 - Films in School				------	------	------
7 - Radio				------	9(13)	7(14)
8 - Newspapers:Magazines				3 (4)	3 (4)	3 (6)
9 - Theatre Movies				------	------	------
Col. 69 Source of Most Useful Information in Answering National Questions						
0 - Not Applicable				9(13)	29(41)	23(46)
1 - Books:Novels				------	3 (4)	------
2 - Television				61(87)	33(48)	23(46)
3 - Church				------	5 (7)	4 (8)
4 - Other Sources				------	------	------

	Marginals		
	EC	IF	IS
Col. 70 Source of Least Useful Information in Answering National Questions			
0 - No Response	------	------	------
1 - Not Applicable	41(59)	13(19)	24(48)
2 - Friends	4 (6)	4 (6)	1 (2)
3 - Family	------	3 (4)	3 (6)
4 - Teacher(s)	2 (3)	11(16)	------
5 - Textbooks	5 (7)	12(17)	6(12)
6 - Films in School	3 (4)	7(10)	1 (2)
7 - Radio	------	------	------
8 - Newspapers:Magazines	------	4 (6)	2 (4)
9 - Theatre Movies	15(21)	16(23)	13(26)
Col. 71 Source of Least Useful Information in Answering National Questions			
0 - Not Applicable	29(41)	57(81)	26(52)
1 - Books:Novels	1 (1)	10(15)	16(32)
2 - Television	------	------	------
3 - Church	40(58)	3 (4)	8(16)
4 - Other Sources	------	------	------
Col. 72 Leisure Time Activities (Most Engaged In)			
1 - Read Books	4 (6)	3 (4)	4 (8)
2 - Read Newspapers and Magazines	2 (3)	4 (6)	1 (2)
3 - Attend Movie Theatre(s)	------	------	------
4 - Listen to Radio	------	2 (3)	3 (6)
5 - Watch Television	64(92)	60(86)	42(84)
6 - Engage in Arts or Crafts	------	1 (1)	------
7 - Other Activities	------	------	------

Cols. 73 - 79 BLANK

Col. 80 CARD NUMBER

APPENDIX C

SAMPLE COMPARISONS

Table I

Sample Comparisons: Grade by Age

Age	Grade 7	8	9	10	11	12	LS*	Total
Euro-Canadian								
12-13	12	10	--	--	--	--	--	22
14-15	2	2	12	10	2	--	--	28
16-17	--	--	2	4	9	4	--	19
18-19	--	--	--	--	--	1	--	1
Inuit-Frobisher Bay								
12-13	11	2	--	--	--	--	2	15
14-15	6	27	6	--	--	--	3	42
16-17	--	1	5	3	--	--	2	11
18-19	--	--	--	--	--	1	1	2
Inuit-Settlements								
14-15	2	7	--	--	--	--	1	10
16-17	--	2	12	8	2	--	3	27
18-19	1	--	--	3	1	1	3	9
20+	--	--	--	3	1	--	--	4

*LS refers to Life Skills and Settlement Maintenance

Table II

Sample Comparisons: Grade by Sex

Sex	Grade 7	8	9	10	11	12	LS	Total
Euro-Canadian								
Male	9	6	8	6	7	5	--	41
Female	5	6	6	8	4	--	--	29
Inuit-Frobisher Bay								
Male	10	18	8	2	--	1	4	43
Female	7	12	3	1	--	--	4	27
Inuit-Settlements								
Male	2	1	8	10	2	--	5	28
Female	1	8	4	4	2	1	2	22

Table III

Sample Comparisons: Grade by Reading Level

Reading Level	Grade 7	8	9	10	11	12	LS	Total
Euro-Canadian								
7-8	14	12	--	--	--	--	--	26
9-10	--	--	14	14	--	--	--	28
11-12	--	--	--	--	11	5	--	16
Inuit-Frobisher Bay								
3-4	8	6	1	--	--	--	3	18
5-6	5	19	4	2	--	--	5	35
7-8	3	5	2	1	--	--	--	11
9-10	1	--	4	--	--	--	--	5
11-12	--	--	--	--	--	1	--	1
Inuit-Settlements								
3-4	2	6	2	2	--	--	1	13
5-6	--	3	7	7	--	--	5	22
7-8	1	--	1	2	--	--	1	5
9-10	--	--	2	3	--	--	--	5
11-12	--	--	--	--	4	1	--	5